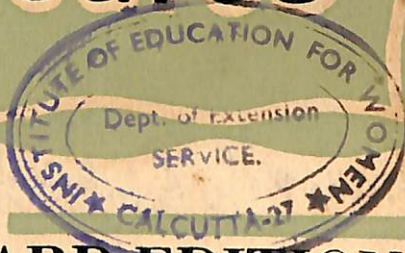


1223

E. V. GATENBY

<sup>A</sup>  
**D**irect  
**M**ethod  
**E**nglish  
**C**ourse

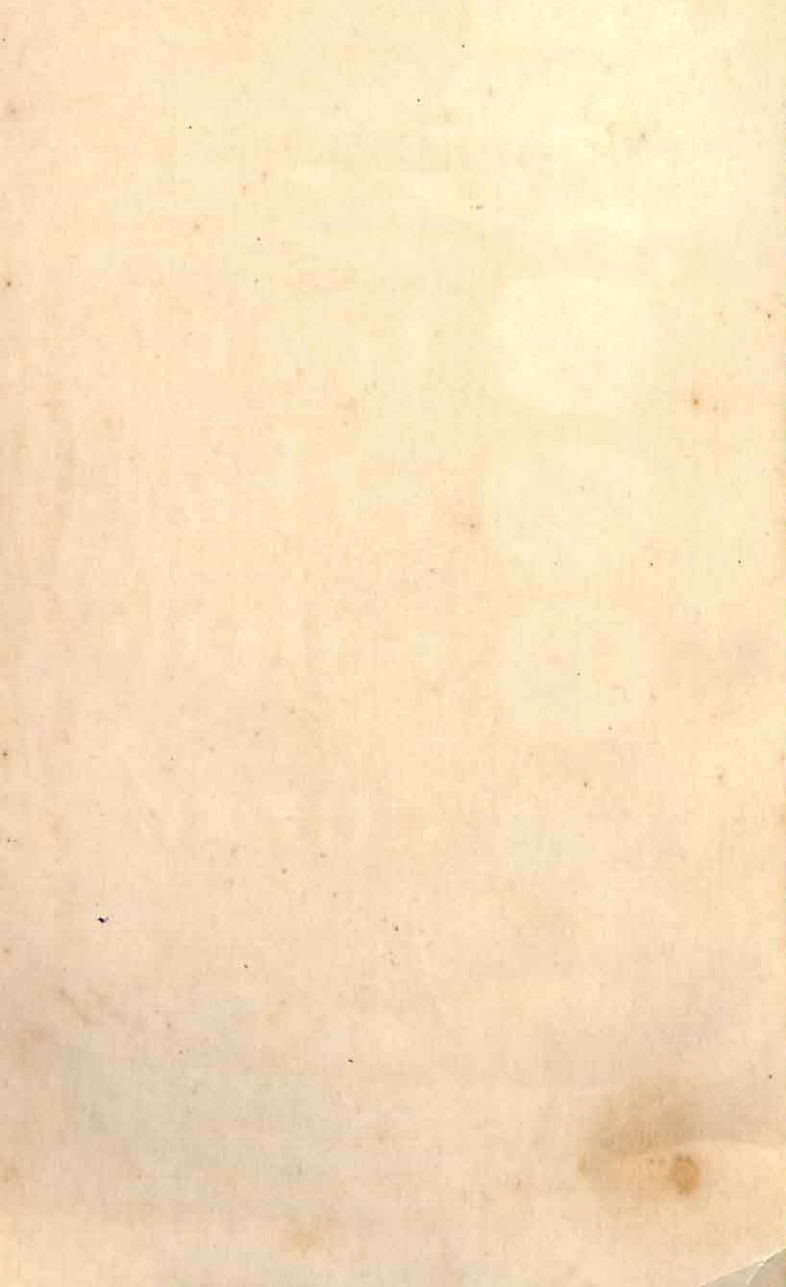


STANDARD EDITION

Teacher's Book Three

421  
Geat

LAC



# A DIRECT METHOD ENGLISH COURSE

*STANDARD EDITION*

BY

E. V. GATENBY, C.B.E., M.A.

SOMETIME PROFESSOR OF ENGLISH, ANKARA UNIVERSITY

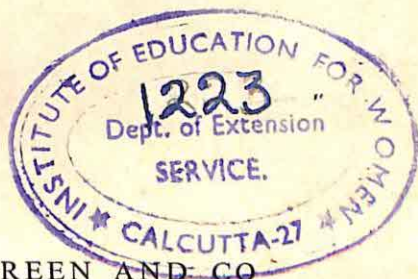
HEAD OF ENGLISH DEPARTMENT

GAZI EDUCATIONAL INSTITUTE, ANKARA

(1944-1954)

421  
Gat

*TEACHER'S BOOK III*



LONGMANS, GREEN AND CO  
LONDON + NEW YORK + TORONTO

LONGMANS, GREEN AND CO LTD  
6 & 7 CLIFFORD STREET LONDON W 1  
BOSTON HOUSE STRAND STREET CAPE TOWN  
531 LITTLE COLLINS STREET MELBOURNE

LONGMANS, GREEN & CO INC  
55 FIFTH AVENUE NEW YORK 3

LONGMANS, GREEN AND CO LTD  
20 CRANFIELD ROAD TORONTO 16

ORIENT LONGMANS LTD  
CALCUTTA BOMBAY MADRAS  
DELHI VIJAYAWADA DACCA

FIRST PUBLISHED 1952  
FOURTH IMPRESSION 1957



## INTRODUCTION

By the end of Book III the pupil will have been introduced to another five hundred root words, bringing his total to approximately thirteen hundred, and also to the majority of the structures, including the tenses, used in everyday English. With few exceptions the words are those listed in the *Interim Report on Vocabulary Selection*, but as they have been chosen according to the subjects dealt with, and not in the order of their frequency, some quite common words, e.g. *tail, dream, coal, honest, burst* have been omitted. These will find a place in Book IV. Meanwhile teachers are recommended to teach and use any word for which occasion may arise.

The illustrative sentences supplied in this hand-book for giving the meaning of new words contain only words and structures previously used by the pupils. In the instructions for exercises, however, there are still a few terms which the teacher will have to explain or translate.

In this Book III the meaning of several new words will be apparent from the context, and the pupils should be given every encouragement to discover meanings in this way. The hand-book sentences may then be used as part of the teaching process. They are all useful revision. Similarly, most of the words listed under the heading *Derivative* should be understood with little or no explanation, though, as a precaution, they are all dealt with in the teacher's notes.

The second prose passage which appears in most of the lessons is built up from known material. After the earlier lessons the few new words are explained in foot-notes. These prose passages can therefore be prepared and studied as homework. Commas have been used a little more freely than in normal modern English in order to help comprehension.

Some teachers prefer at this stage to give a short introductory talk on a new lesson before beginning the formal teaching of it. The difficulty here is to avoid use of new words, but this can be

overcome to some extent by giving the meaning of prominent new words needed for the talk. Time may also be saved later by asking the pupils to indicate any terms, new or old, that they fail to understand in a paragraph about to be studied. Several of the derivatives will not require explanation.

It must be emphasized here, however, that getting the meaning is not enough. It is only the first step in adding a word or phrase to the pupil's passive vocabulary. What is needed is repeated use of all material—new and old—of which the meaning has been given, so that in the end the pupil will have a command of all the words and structures of the book for active use.

When going through the numbered questions which follow the text the teacher will probably find that pupils disagree about some of the answers. Opportunities of this kind for discussion of any point, for letting the pupils express their opinions or argue with each other in English, should not be missed.

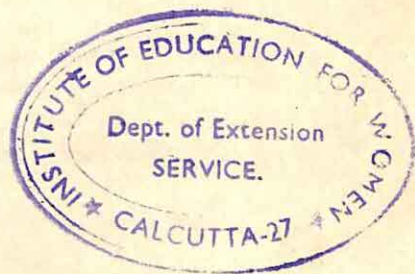
Simple metaphor has been introduced in Book III, but it is too early to encourage the use of original metaphor in sentence composition. In the later lessons composition of passages is asked for, though vocabulary and subject-matter remain "controlled". The pupils are not yet ready for "free" composition. When correcting homework exercises of any kind, including controlled composition, the teacher will find that it saves time in the end to keep a register of mistakes and to see that every pupil is aware of his own weaknesses. Every effort should be made to drill mistakes out of existence.

The dictations supplied with each lesson contain a selection of the new words. Others may be practised if necessary in dictation of the sentences used for illustration of meaning and use. Care should be taken to see that the pupils understand the meaning of a dictated passage as they write it.

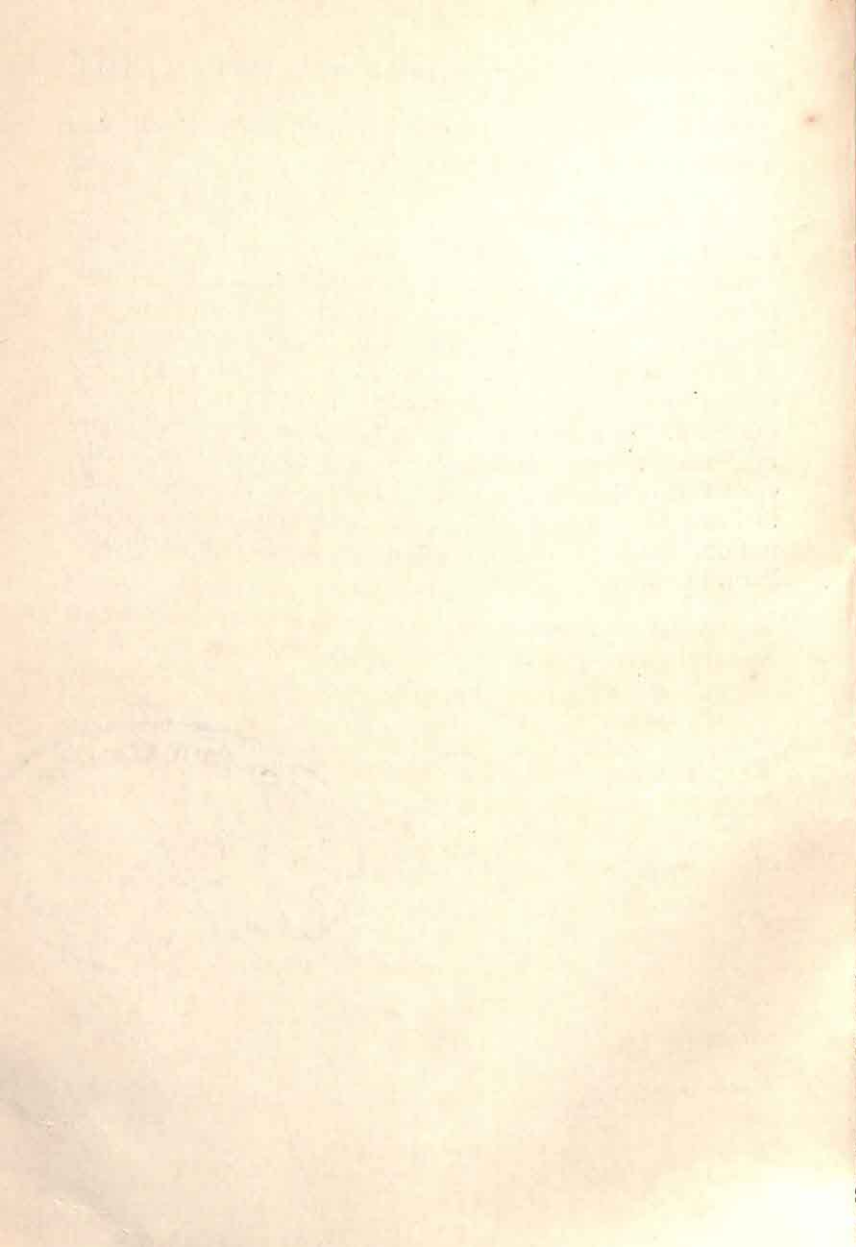
It is important to eradicate faults of pronunciation in the third year, especially where a teacher is taking a class which has not been previously taught by Direct Method, and may in consequence have heard and spoken very little English. The international phonetic signs (v. Vocabulary) should be used if ever it is necessary to write pronunciations on the board. Apart

from the errors arising from native speech habits, give particular attention to *ate, iron, interesting, crowded*, etc.

If learners can do the kind of work they like, they will make quicker progress. Some types of exercise prove more popular than others, and as it doesn't matter how anything is learnt so long as it is learnt well with the least possible delay, a teacher should meet the wishes of his class by repeating acceptable forms of presentation. Learning by unconscious effort is preferable in every way to more laborious methods. But with limited hours for English, instead of the whole of one's time as in the natural process, the pupils will find that a good deal of mental concentration is necessary in order to get through the work. To lighten their labours, devote some time to singing, and to the dramatization of conversational texts, encouraging the children to act. They should also be advised to listen to "English by Radio" from London or a nearer station, and to read simplified stories edited in a vocabulary known to them.







## LESSON 1

### GULLIVER'S TRAVELS

#### NEW WORDS

(*nouns*): rock, island, rope, thread, bow, arrow, needle, face, wine, cart, wheel, emperor, prisoner, chain, example, step (distance), war, iron, victory, peace, grape.

(*verbs*): lie down, stick, punish, promise, step, attack, seize, fight.

(*other*): great, around.

DERIVATIVES, PHRASES, etc., from vocabulary already known :

(*nouns*): drink, strength, warship, glasses (spectacles), travel, traveller, width, length, depth, warmth, difference, fight, sleep.

(*verbs*): fall asleep, find that, go to sleep, get him on to, might have made, start (begin), thank, get ready.

(*other*): all around, for example, first (*adv.* in order), at last, after (behind).

When a paragraph has been read, and the new words studied, let a pupil give the contents of it in his own words.

*rock.* Picture or drawing.

Very big stones are rocks. We can't move them.

Have you seen rocks at the seaside?

Where else have you seen any?

*island.* Use a map.

*got safe to land.*

What does "I couldn't get near the window" mean?

This sentence means: "He came safely to the land".



*being very tired.* This tells us why he lay down. He lay down because he was very tired.

Look at these sentences: Being very hungry, he ate some bread. Being very angry, he shouted at him. Being very funny, he made everybody laugh.

Say these in another way, using *because*.

*lie, lay.*

The book is lying on the table.

We stand up. We sit down on a chair. We lie down in bed.

Yesterday he lay down on the grass in the sunshine.

*fall asleep.*

When we begin to sleep, we go to sleep, or fall asleep.

*strange to say.*

See Bk. II, 18, Str. 9.

*he found that . . .*

Cf. Bk. II, 20. He found fishing difficult.

*had been fastened.*

The Passive Voice of the Past Perfect Tense.

They had fastened his body to the ground.

His body had been fastened to the ground.

*rope.*

It is like string, but much thicker.

*thread.*

The buttons on your coat are sewn on with thread.

*no thicker than.*

Not any thicker than.

This writing is no larger than that.

He works no harder than before.

The evening was no cooler than the afternoon.

*turning his head a little.*

This means "when he turned his head a little."

Trying to open the window, he hurt his hand.

Waking up early, he heard the birds singing.

	Passing him in the street, I thought he looked ill.
<i>around.</i>	Round.
<i>all around him.</i>	Everywhere round him.
<i>bows, arrows.</i>	Draw.
<i>needle.</i>	We sew with a needle and thread. How is a needle different from a pin? A needle has an eye, but a pin has a head.
<i>to stick, stuck.</i>	(1) thrust, go into. I can stick this pin through a piece of paper. If you shoot an arrow at a tree, the arrow sticks in the tree. (2) adhere, or cause to adhere. We stick stamps on letters. The snow stuck to his shoes.
<i>face.</i>	Picture or drawing.
<i>drink (n.).</i>	Something to drink.
<i>wine.</i>	Draw a bottle of wine. We drink wine. Wine is made from grapes. Where is wine made? Teach <i>grapes</i> if not already known.
<i>go to sleep.</i>	Fall asleep.
<i>great.</i>	Very much, or very big. It also means <i>very important</i> . The United States is a great country. Thomas Edison was a great man.
<i>got him on to.</i>	Put him on to (with some difficulty). I got into a bus. I got my heavy bag into the train. They got Gulliver on to the cart.
<i>cart; wheels.</i>	Drawing.

- Emperor.* An emperor is like a king, but usually he rules over a larger country. Germany used to have an emperor.  
Napoleon was Emperor of France.
- prisoner.* If we put a man in a place from which he can't escape, he is a prisoner. Napoleon was a prisoner on the island of St. Helena.
- chain.* Drawing.
- might have.* See the explanation and exercises later in the text.  
They could have made him blind, but they did not.
- punish.* We are punished if we do wrong. How did Gulliver punish these men? Why did he punish them?
- promise.* If we say we will do something, we promise to do it.  
The boy promised not to be late again.  
He promised to lend me his book, but he forgot.
- to step on them.* To put his feet on them.  
Don't step on the cat.  
If you step on somebody's foot in a bus, you must say you are sorry.
- strength.* A strong man has strength.  
That man is very tired; he has no strength left.
- example.* *Door* is an example of a noun. Give me an example of a verb. *For example* means *as an example*.  
Some things are very dear now, for example, clothes.
- step (n.).* Demonstrate.  
If I walk from the table to the door, I take four steps. How many steps do you take

from your desk to the blackboard? How long is each step?

*to fight.* If men are angry, they sometimes strike each other. They fight. Dogs often fight.

*war.* If one country sends its soldiers to fight against another country, there is war between the two countries. Soldiers fight in war.

*getting ready.*

Cf. getting cold, hungry, tired. etc

*to attack.* To go and fight against.  
The soldiers attacked the city on all sides  
In the last war, aeroplanes attacked warships

*seize.* To take and keep hold of.  
The policeman tried to seize the man, but he ran away.  
The dog seized him by the leg.

*iron* ['aiən]. A key is made of iron.  
Show me something else here made of iron.

*glasses.* Object.  
Why do we wear glasses? To help us to see better.

*at last.* In the end; when he had finished.

*after him.* Behind him.

*victory.* A win. If soldiers fight a battle and win it, it is a victory for them.

*to thank.* To say "thank you".

*peace.* The opposite of war. Peace comes after war.

*such a lot.* Cf. II, 20, Str. 8. Such a lot (that it was difficult to find enough food for him.)

Question 13. *Grapes* was probably learnt in the second year's work. (See THB. II, 2.) If not, teach it here.

17. The Emperor of Ethiopia, Japan.



may, might.

Possible answers :

There were buses every hour, so we might have waited for one.

If there had been any fish in the pool, we might have caught some.

He shot straight at goal, and he might have scored.

in his finger and thumb.

in = with, between.

he wondered if. if = whether.

### STRUCTURES

1. got safe to land.

Idiomatic. Cf. They went hungry to bed.

2. (a) Being very tired, he lay down . . .

Adjectival Phrase equivalent to an Adverb Clause with because.

Having no money, we were not able to buy it.

Carrying a heavy basket, I could not go quickly.

Feeling strong again, he went out for a walk.

(b) Turning his head a little, Gulliver saw . . .

Adjectival Phrase equivalent to an Adverb Clause with when.

Returning home late, he found the door locked.

Thinking over what he had done, he saw that he had made a mistake.

Looking at his watch, he said it was time to start.

3. fall asleep. He fell asleep at his desk.

4. The Passive Voice of the Past Perfect Tense: . . . had been punished, attacked, seized, fought, etc.

5. no (comparative adj. or adv.) than.

No thicker than thread. No bigger than needles.



No more difficult than an ordinary question.  
No more carefully than before.

6. *all around him.*

All around him were trees and bushes.  
He had papers all over his desk.  
It rained all through the night.

7. *got him on to.*

They got all their things into the suit-cases.  
They got the children on to the bus.  
They got the boat into the water.

8. *kept him prisoner.*

They kept him prisoner for three years.

9. *might have.* It might have hurt him (but it didn't).

10. *Infinitive of Purpose.*

To punish these men he picked them up.  
You need a knife to peel an apple.  
To open the door, turn the key.

11. *quick at.* He is quick (good, slow, poor) at learning languages.

12. *be careful not to.*

Be careful not to let it fall.  
He said he would be careful not to lose it.  
I hope you'll be careful not to miss the train.

13. *for example.*

We must peel some kinds of fruit before we eat them, for example, apples and oranges.

14. *seemed to them very heavy or very heavy to them.*

The story seemed to us very funny (very funny to us).

The work seemed to him very easy (very easy to him).

15. *get ready.* After breakfast I get ready for school.

16. *first (adv.).* That is, first in order. Distinguish from *at first*, which means *at the beginning*.

17. *started shooting.*

They started talking (shouting, running, fishing, complaining, climbing).

18. *at last.*

At last we finished (the train came, they made peace, he forgave him).

19. *such a lot.*

He ate (drank, took, broke) such a lot.

"Why didn't you buy it?" "It cost such a lot."

#### Exercise A.

1. He wondered if the travellers could get anything to eat there.
2. the soldiers and sailors could swim to land.
3. they would promise not to do it again.
4. they would punish him for taking the money.
5. anybody else had heard the story.
6. the rope had broken.
7. the sea near the island was full of rocks.
8. the cart was pulled by a horse or a donkey.
9. men liked peace better than war.
10. most of the children wore glasses.

#### Exercise B.—Possible answers:

I always lie on my back.

I always stick stamps in the right-hand corner at the top of the envelope.

I always fight for my country.

I always buy my shoes at that shop.

I always choose a hotel with a good view.

Yesterday I lay on the sands.

Yesterday I stuck a needle into my finger.

Yesterday I fought a boy who struck me.

Yesterday I bought a new hat.

Yesterday I chose an interesting book in the library.

Now I am lying ill in bed.

Now I am sticking pictures into a book.

Now I am fighting in a foreign country.

Now I am choosing some things for the picnic tomorrow.  
Now I am choosing a present for him.  
I have never lain on such a soft bed.  
I have never stuck too many stamps on a letter.  
I have never fought in a real war.  
I have never bought a bathing-suit.  
I have never chosen a pair of shoes too big for me.

Exercise C.

1. lift. 2. lead. 3. put out. 4. hang. 5. borrow. 6. understand. 7. take. 8. pass. 9. prepare. 10. lock.

Exercise D.

1. A rock is larger and heavier than a stone.
2. A chain is made of iron. It is usually stronger than a rope.
3. A needle has an eye to put the thread through, but a pin has a head.
4. Wine is made from grapes. It is red or yellow, but water has no colour.
5. A plate is for putting food on. A saucer is for putting a cup in.
6. A hill is smaller than a mountain.
7. We see moving pictures at a cinema, but real men and women act in a play at the theatre.
8. We make coffee in a coffee-pot, but tea in a tea-pot.
9. A ceiling is over a room, but a roof is over a house.
10. The country is the opposite of towns and cities. Germany is a country. *The country* is always Singular Number.

DICTIONARY

Gulliver's ship went on the rocks, but he got safe to land on an island. He fell asleep, and when he woke up he found that the little people had fastened him to the ground with ropes no thicker than thread. They shot at him with bows and arrows. The arrows were no bigger than needles, but some of them stuck in his face. The emperor did not keep him prisoner for a long time, but asked him to fight in a war against another country. Gulliver promised to help, and after he had seized all the little warships which were going to attack his side, peace was made.



## DRILLS

- (a) Finish in different ways:
1. He was the only man who . . .
  2. He made them understand that he needed . . .
- (b) Complete the following:
1. A taxi is a kind of . . .
  2. A horse is a kind of . . .
  3. Bread is a kind of . . .
  4. A lemon is a kind of . . .
  5. A dictionary is a kind of . . .
  6. A song is a kind of . . .
  7. A parrot is a kind of . . .

## A DEVICE

Have a class notice-board on which notices, advertisements, pictures, cuttings, etc., can be put—all in English or relating to English things. Let the pupils collect the materials for it.

## LESSON 2

### A VISIT TO LONDON

#### NEW WORDS

(*nouns*): sight-seeing, zoo, lands (countries), sort, crowd, tube, railway, stairs, park, duck, pond, distance, fog, motor-car, speed, (a great) deal, tower, parliament, museum.

(*adjective*): bright.

(*verbs*): astonish, remind, look forward to, arrange to.

(*other*): possible, so that.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): advice, building.

(*verbs*): crowd, grow up, go off (go away), turn (become), fly about, sail (*v.t.*), interest, shown (*p.p.*), lead (*v.i.*).

(*adjectives*): interested, noisy, sandy, faulty, fishy, shady, silky, windy, airy, wavy, bushy, stony, smoky, bony, salty, rocky, rainy, foggy, round, crowded.

(*other*): no good, about (here and there), even if, forward.

*has been reading.*

The Continuous form of the Present Perfect.  
Give examples showing the duration of the action.

She's been shopping all the morning.

We've been doing English for more than two years.

*noisy.* The adjective from the noun. Refer to others—*windy, salty*, etc.—mentioned later in the lesson.

*grow up.* Become a man or woman.

*advice.* If we advise people, we give them advice.

*sight-seeing.* A sight is something that we can see. London Bridge is one of the sights of London. A garden full of flowers is a lovely sight. *Sight-seeing* means going to look at famous places.

*zoo.* A place where many kinds of animals are kept. Have you ever been to a zoo? Where was it?

*possible.* "Seeing as much as possible" means "seeing as much as we can see."

We should work as hard as possible—as hard as we can work.

He came as soon as possible—as soon as he could come.

*interested.* A thing is *interesting*. We are *interested* in it. If a story is interesting, we are interested *in* it. We are interested in (or *by*) things we see.

*Oxford* ['ɒksfəd].

Pay special attention to the pronunciation.

*sort.* Kind.



- astonish.* If we see something new and strange, or something we didn't expect, it astonishes us. We are astonished by it (or *at* it). We should be astonished at snow in June. The teacher was astonished by his answer. We were astonished when the other side scored so quickly.
- crowd (n.).* A large number of people in one place.
- railway.* Trains run on railways. Buses go on roads.
- tube.* Object or drawing.  
Make a paper tube.  
There are railways in "tubes" deep under the ground in London.
- stairs.* Picture or drawing.  
We go upstairs and downstairs. In big shops and at Tube railway stations they often have moving stairs. People can stand on them and go up or down without having to walk.
- lead (v.i.).* We lead a horse or a dog. A road leads to a place.  
We went along a path which led to the lake.
- platform.* The trains come close to the platform at a station.  
People wait on the platform for the train to come in.
- park.* Mention some park which the children know.  
A park in a city is like a large garden. It contains trees, flowers, grass, and often a small lake. A park is sometimes called "gardens".
- bright.* Show something bright—a piece of metal, bright colours, bright eyes, sunlight, etc.
- crowded.* If there is a crowd anywhere, that place is crowded.  
A crowded bus, cinema, street, etc.

- turn.* It means *become*. His hair is turning grey.  
The weather turns cold in November.
- about.* Here and there.  
Sit still. Don't walk about (the room).  
The children were running about (the garden).  
I could see the fish swimming about (in the water).
- duck.* Picture or drawing.
- pond.* A pool of water in a field or garden.
- round (adj.).* Demonstrate.
- distance.* What is the distance between my table and the door? About six metres.  
It's a long distance from London to Rome.  
*In the distance* means "a long way from us", but we can see what is there.
- remind.* Make one remember.  
Remind me to give you your homework.  
I had to remind him that he had borrowed some money from me.  
This place reminds me of my old home.
- sail (v.t.)* We sail boats.
- fog, foggy.* When we can't see much because we seem to be in cloud, the weather is foggy. If there is a fog, we must move about carefully.
- no good.* When anything is not useful, or when it is broken, it is no good. If a car won't go, it is no good.  
This pen is no good: it won't write.
- motor-car.* A car, a taxi. Most buses are motor-buses.
- speed.* It means how fast anything can go. If a car goes at sixty kilometres an hour, that is its speed.

- even if.* Even makes the meaning of *if* a little stronger.  
If you have time, please come and see me.  
Even if you're busy, please come.
- a great deal.* A lot; very much. He did a great deal of work.  
They spent a great deal of money.
- tower.* Picture. Refer to any well-known towers.
- Houses of Parliament* ['pɑ :ləmənt].  
Explain.
- British.* Often used instead of *English*.
- museum.* It contains all kinds of old, rare, strange and interesting things.
- look forward to.* Expect and think about something that will make one happy. We look forward to the holidays. I'm looking forward to a visit from my sister.
- arrange to.* If we say that we will meet outside the cinema at 7 o'clock, we have arranged to meet there at that time.  
I have arranged to take my family to the seaside next month.  
The teacher arranged to have the exam. in the morning instead of in the afternoon.
- so that.* Why do we learn English? So that we may use it.  
Write larger so that everybody can read it.  
I'll say it in simple English so that you may understand.  
They went to bed early so that they could get up early.
- What lovely . . .*  
*What* used in an exclamation. Cf. *How* in Book II, 10.  
What a fine day it is!  
What a nice hat you've got!  
What beautiful flowers!

*building.* A house, a cinema, a hotel, a town hall, a hospital, etc., are all buildings.  
Tell me another building. (This school.)

*to interest.* We are interested in interesting things. They interest us.

*take away.* To take away from the library to read at home.

*have been brought.*

The Passive Voice of the Present Perfect Tense.

The postman has brought a letter.

A letter has been brought by the postman.

The things have been dug up. They have been put in the museum.

*lands.* Countries.

*on the way out.* As you go out of the building.

*shown.* The usual Past Participle of *show*.

## STRUCTURES

1. The Present Perfect Continuous.

2. The Past Perfect Continuous.

3. *as . . . (adj. or adv.) . . . as possible.*

4. *astonished at; astonished by.* I was astonished at (by) the length of it.

5. *remind (a person) to; remind him of; remind him that.*

Remind me to tell you about it.

She reminded him of his mistake.

I reminded them that they had promised to help.

6. *no good.* This watch is no good.

I didn't like the picture. It was no good.

7. *even if.* Introducing an adverbial clause.

8. *a great deal.* He spent a great deal of time at the library.



9. *look forward to.*

I have nothing to look forward to.

We're looking forward to moving into a new house.

10. *when they had arranged.*

Adj. clause beginning with *when*.

11. *so that.*

12. *What . . . !* Exclamatory.

13. The Passive Voice of the Present Perfect Tense.

Question 27: . . . it's no good.

Exercise A.

1. Most of these things have been brought from London.
2. She has been taken to hospital.
3. The candle has been blown out.
4. The board hasn't been cleaned yet.
5. The milk has all been drunk by the cat.
6. All the cakes have been eaten by the visitors.
7. My bag has been opened by somebody.
8. A letter has been put under the door by the postman.
9. He has been advised by the police to be more careful.
10. Has the money been counted?

Exercise B.—Possible answers:

1. I tried to get on to a crowded bus.
2. The streets were crowded.
3. The people crowded into the cinema.
4. A large crowd waited on the platform.
5. I heard somebody walking about upstairs.
6. Her hair was turning grey.
7. His children are growing up quickly.
8. This knife's no good: it won't cut.
9. We could see a train in the distance.
10. I'm looking forward to the spring.

Exercise C.—Possible answers:

1. . . . it snows.
2. . . . you try.
3. . . . she had the money.
4. . . . you run.
5. . . . the water's cold.
6. Even if you



remind him, . . . 7. Even if you shout, . . . 8. Even if I hurry, . . . 9. Even if they have a lot of work to do, . . . 10. Even if I pack most carefully, . . .

Exercise D.—Possible answers:

1. Don't you know what his address is?
2. Remember what he advised.
3. I don't know how many words there are in the dictionary.
4. I promise that I won't do it again.
5. Let me remind you what time it is.
6. The teacher couldn't understand what he said.
7. I don't know how far it is . . .
8. Can you tell me how fast a railway train goes?
9. She wanted to know what time the concert started.
10. He saw what his mistake was.

#### DICTATION

Some people like to go sight-seeing in the crowded streets of London, and there are many things to astonish them. Among the famous buildings are the Tower, the British Museum, Westminster Abbey, and the Houses of Parliament. One can go by bus or Tube to quieter places like Kensington Gardens, with its Round Pond, where there are ducks swimming about. Women visitors usually look forward to buying all sorts of things in the shops, and they often arrange to buy as much as possible before returning to their homes in other parts of England. People talk a lot about London fogs, when one can see only a short distance, and nothing can go at more than walking speed; but really thick fogs are rare.

#### DRILLS

Finish in ten different ways:

- (a) They asked our advice about . . .
- (b) I am most interested in . . .
- (c) This was very different from . . .

#### A GAME

Make a sentence containing as many words as possible beginning with a certain letter, e.g. *b*.

The big boy's brother borrowed both books but brought them back before bed-time.

## LESSON 3

### AT THE ZOO

#### NEW WORDS

(*nouns*): entrance, lion, tiger, snake, camel, elephant, monkey, cage, nut, wolf, bear, bit, loaf, restaurant, meal (breakfast, etc.), smile.

(*adjectives*): eager, disappointed.

(*verbs*): decide, feed, swallow, suggest.

(*other*): including, among.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*noun*): keeper, ice.

(*adjectives*): free (at liberty), kind, far.

(*verbs*): walk round, find out.

(*other*): everyone, as though, as if, I'm afraid (I think), in the open air, were (*Subjunctive*).

*entrance.* The place where you go in. Where is the entrance to this school? Is it on this side of the school or the other?

*Regent's Park.* Another big park in London. The Zoo is in it.

*eager.* Wanting very much.

*walk round.* Walk here and there, from place to place.

*decide.* I have decided to buy a red dress, not a blue one.

I can't decide whether to go to the seaside or the country for my holiday. I don't know which is better

Have you decided to study English instead of French?

Have you decided which hat to wear?

- lion, tiger.* Use pictures or drawings for the animals.
- feed.* Give food to.  
Note the Passive use here. The Active meaning is that they wanted to see the keeper feeding the lions and tigers.  
Cf. Bk. II, 22 “ . . . the fish cleaned ”.
- I'm afraid.* I think.  
There is no suggestion of fear in this expression, but the speaker is somewhat sorry or regretful about what he says in the following Noun Clause.
- find out.* See the sentences later in the lesson for comparison with *find*. You will notice that in the examples given *find out* is always followed by a clause. Generally speaking, we *find* things, but *find out* facts.
- swallow.* Demonstrate.  
We swallow our food.
- suggest.* I don't know where to go for my holidays.  
What do you suggest?  
Can you suggest a name for my new dog?  
What would you suggest to make this class-room look better?
- No, thank you.* He means he doesn't want to go to the parrot-house.
- cage.* Draw an animal's cage and a bird's cage.
- everyone.* Everybody.
- nut.* Show some.
- including.* There are several books on your desk, including a note-book.  
There are — people in this room, including the teacher.  
How many things are there on the wall, including the calendar?
- among.* There's a red piece of chalk among the white ones.



This book is near the other books. Now it is among them.

I like to walk among the flowers in a garden. If things or people are all round you, you are among them.

*ce.* Probably known from *ice-cream*.

When water becomes hard in cold weather, we call it ice.

*far.* Used as an adjective. Cf. The Far East; in the far distance; a far country.

*bit.* Piece. A bit of wood, paper, butter.

*as though.* As if.

Those flowers look as though (if) they wanted some water.

It looks as though (if) you hadn't done your homework.

He stayed in bed late as though (if) he had a holiday.

*loaf.* Drawing.

*greedily.* Note the position. The adverb may go in front of *ate*, but would be unusual after *meat* in this sentence because of the following adjective clause.

*keeper.* A man in charge of animals in a zoo.

*disappointed.* We are disappointed when we don't get something we want.

You will be disappointed if you don't pass the examination.

*restaurant* ['restərɒ:].

A kind of shop where we can go to have lunch, tea or dinner.

*meal.* Breakfast is a meal. So are lunch and dinner. He came home late at night and had a good meal before going to bed.



Niger ['naigə].

smile.

Demonstrate.

Don't attempt at this stage to explain verse, metre, rhyme, etc. Read the Limerick with the proper stresses, and let the pupils learn it by heart.

### STRUCTURES

#### 1. *where to go first.*

An Objective Phrase after *decide*.

He	can't	decide	where to go	first
The visitors	couldn't		what to do	next
His cousin	ought to		which to finish	after that

#### 2. *I'm afraid.*

(Followed by a Noun Clause). I think.

I'm	afraid	it's too late
He's		we shall have to walk
They're		there's nothing left
		all have been sold

#### 3. *find out.*

Go	and find out	what has happened
Run		who did it
Hurry		where he put it
		why he hasn't come
		whose it is

#### 4. *begin with*

The exam. began with composition.  
The concert began with two songs.  
Spring often begins with cold winds.

#### 5. *bread to eat.*

A qualifying infinitive. Cf. Lesson 1, Str. 10.  
Please give me some paper to write on.  
Is there any water to drink?  
He hadn't any books to sell.

6. *as though*.

Introducing an Adverb Clause.

He came very near, *as though* he couldn't see well.

They look *as though* they were quite new.

She cried *as though* she *were* much disappointed.

Note the Subjunctive *were* instead of *was*.

7. *ate greedily the meat which . . .*

Position of Adverb.

He lifted carefully the basket that had the cups in it.

He sold unwillingly the watch that his mother had given him.

She loved sincerely the uncle and aunt who had helped her.

The adverb may go before the verb: He carefully lifted . . . , etc.

8. *anything more*.

I haven't anything more.

She had nothing more to say.

I need something more.

9. *in the open air*.

They sometimes have classes in the open air.

She likes to be in the open air.

I sometimes spend the whole day in the open air.

Have you ever been to an open-air cinema?

EXERCISE A.

1. disappointed. 2. decided. 3. eager. 4. elephant, camel.  
5. meal. 6. suggested. 7. including. 8. swallow. 9. kind.  
10. wolves.

Exercise B.—Possible changes:

1. The bear . . . Canada. 2. . . . the cinema . . . parents.  
3. sorry . . . sell . . . month. 4. museum . . . open . . . said.  
5. pages he . . . read . . . hour. 6. just six . . . met them.

7. children . . . wood . . . play with. 8. dangerous . . . cross the road. 9. . . . at the seaside. 10. . . . fly . . . run . . . very fast.

Exercise C.—Possible replies:

1. I'm not going to give my rabbits to snakes.
2. I don't want snakes to eat my rabbits.
3. How could I bring a rabbit?
4. That wouldn't be very kind to the poor rabbit.
5. Would you bring a rabbit if you had one?
6. No, he oughtn't.
7. No snake shall eat any of my rabbits.
8. My rabbits aren't for snakes to eat.
9. I'd rather let my rabbits eat a snake.
10. Wouldn't one of Mary's dolls do?

Dictation

Put in the names of the right animals, etc.:

In the far north we find white —, and other — are found in Canada.

At the Zoo in Regent's Park children are taken for rides on — and —. In the cages you can see —, which eat nuts, and bigger animals, — and —, which eat meat. — usually go to sleep after they have had a big meal.

Mr. Brown decided that he didn't want to go into the — house. — are such noisy birds, much noisier than —.

An animal which sometimes attacks — is the —.

Men keep big — to keep the — away from the —.

Drills

Finish in several ways:

- (a) You ought to have . . .
- (b) She wanted a ride on a . . .
- (c) There's time for everything if . . .
- (d) Let's begin with . . .
- (e) There were all sorts of things in the window, including . . .
- (f) It looks as though it would . . .
- (g) I'm afraid . . .

## A WORD-GAME

How many sentences can you make with the following words, using each word as often as you like?

I, chairs, he, soon, to, prepared, boats, sell, buy, decided, quickly, they, cupboard, move, the, we, next, tried, later, wanted, use, piano.

One good answer is a Substitution Table:

I	quickly	decided	to	sell	the	chairs
He	soon	tried		buy		boats
We	next	wanted		move		piano
They	later	prepared		use		cupboard

## LESSON 4

### SAFETY FIRST

#### NEW WORDS

(*nouns*): carriage, bicycle, traffic, accident, pavement, habit, sign, signal, death, life, preposition.

(*adjectives*): certain (some), main, dead.

(*verbs*): knock down, kill, injure, prevent, form, obey, drive, avoid, die.

(*other*): in order to, extra, -less.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): safety, horseback, two-thirds, danger, rule, hurry, rider, motor-bicycle, cross-roads, line (railway), care, driver.

(*adjectives*): alive, special(ly), careless, faultless, hatless, shoeless, fatherless, ownerless, roofless, airless, leafless, rainless, noiseless, smokeless, childless, cloudless.



(*verbs*): draw (pull), get (be) knocked down, signal, take care.

(*other*): everything possible, no one, day after day, today (now), on foot.

*safety.* If we are safe, we are in safety. When the roads are clear, we cross in safety.

*the days.* The time (when anybody lives or anything is used).

It happened in the days of my grandfather.

*no one.* Nobody.

*special, -ly.* Especial, -ly.

Don't give any rules for the use of the two forms.  
Let it be learnt from contexts.

*on horseback.* On a horse (horses).

Cf. *on foot* used later.

*horse-drawn.* Drawn by horses. *Draw* means *pull*. Horses draw carts and carriages. Engines draw trains. Draw that chair up to the table. The boy drew the lamp nearer.

*carriage; bicycle.*

Pictures.

*knock down.*

Demonstrate.

*Got* means *were* or *became*. They got married (hurt, bitten, lost, etc.). The vase got broken. The old bread got eaten at last.

*today.* Now. Today there are schools in almost every village in the country. How do we travel today?

*traffic.* Buses, taxis, cars, bicycles, carts, carriages, donkeys, etc., coming and going on the roads.

*kill.* Make somebody or something stop living. Many soldiers are killed in war.

- cross-roads.* The place where roads cross.
- lines.* Draw railway-lines.
- avoid.* Keep away from. Not to have.  
He's a man I don't like, so I always avoid him.  
We avoid that road after dark.  
Avoid mistakes if you can.
- dead.* Not living.
- die.* Stop living.
- careless.* Without care. *-less* means *without*.
- death(s).* Death is the end of life. If two people are killed in an accident, we say there are two deaths in the accident. Sometimes there are many deaths in aeroplane or railway accidents.
- take care.* Be careful.
- rainless, etc.* August is not a rainless month in England.  
The streets were noiseless at this late hour.  
We could see a long way in the smokeless air.  
The death of this boy left his parents childless. The moon rose in a cloudless sky.
- preposition.* *On, at, in, to, etc.,* are prepositions.
- quarter* ['kwɔ:tə].

This pronunciation needs special care.

#### STRUCTURES

- on horseback; on foot.*  
Cf. *by train, bus, taxi, sea, road.*
- get knocked down.*  
He got hurt, injured, killed, wounded, punished, interested, etc.
- Fractions. Often followed by a Singular Verb, e.g. Two-thirds is enough. Five-sevenths is more than five-eighths.

4. *everything possible.*

5. *prevent.*

(a) We try to prevent accidents.

(b) Followed by the Gerund:

The rain prevented his going out.

Visitors came and prevented my answering your letter.

(c) We prevent a person or thing *from* doing something:

The rain prevented him from going out.

The dogs prevented the wolves from killing the sheep.

I prevented it from being broken.

6. *lose one's life.*

He lost his life in an accident.

7. *in order to.*

8. *in a hurry.*

9. *as far to the right as possible* means *as far as possible to the right.*

Note where *as possible* may be separated from its adj. or adv.

I want as many of that kind as possible.

Make as few mistakes as possible.

Be as careful about your writing as possible.

I'm going to live in as quiet a street as possible.

10. *It is the fast-moving traffic that is . . .*

Emphasis of "The fast-moving traffic is . . ."

It is the hot weather that I don't like.

It was the first picture that was so interesting.

It's careless driving that we must avoid.

It was the youngest boy that got the highest marks.

11. *take care.*

Take care not to fall.

Take care and don't fall.

Take care (that) you don't fall.

If you take care, you won't make mistakes.



- injure.* Hurt. If a man falls and breaks a bone, he is injured. Sometimes players are injured on the football-field.
- sad to say.* Cf. Bk. II, 18, Str. 9—*strange to say.*
- two-thirds.* Practise a few fractions.
- everything possible (is done).* Everything *that one can do* is done.
- accident.* If two cars run into each other, that is an accident. If you fall downstairs, that is an accident. If you break something, it is usually an accident. We don't expect an accident to happen.
- prevent.* Stop something from happening. We try to prevent mistakes. If I stand in front of the board, I prevent you from seeing the writing on it. We shut the windows to prevent cold air from coming in.
- danger.* Danger makes things dangerous. We are in danger when we cross a street full of traffic. Motor-cars are a danger on the roads.
- pavement.* Picture or drawing.
- life.* We are all living. We have life. If anything is killed it loses its life.
- habit.* What we do often without thinking about it. Writing with the right hand, not the left, is a habit. Standing up to answer a question is a habit.
- form (a habit).* *Form* means *make*. Some people form the habit of going to the cinema twice a week. Have you formed the habit of getting up early?
- certain.* Some. If we say there are certain English books in the library, we mean there are some



	books, but we don't know what their titles are.
	There are certain boys who don't work hard. There are certain schools where English is not taught.
<i>day after day.</i>	Every day. (See Book II, 17, Str. 4.)
<i>rule (n.).</i>	Something we must do. What are the rules of this school? We must start work at — o'clock. A lesson must go on for — minutes. We must have examinations in June. Nobody must be late. These are all rules. On the roads, the rule is: Keep to the right.
<i>obey.</i>	When you do what people tell you to do, you obey them. When we do what a rule says, we obey it.
<i>in order (to).</i>	So that. We eat in order to live. We eat so that we may live. He worked in order to pass the exam. He worked so that he might pass the exam.
<i>alive.</i>	Living.
<i>extra.</i>	Especially; more than usual.
<i>in a hurry.</i>	Hurrying. She's always in a hurry.
<i>drive.</i>	Make something go. We drive horses, donkeys, cars, buses, railway-engines, etc. We ride a bicycle.
<i>rider.</i>	One who rides.
<i>motor-bicycle.</i>	It has an engine, like a motor-car.
<i>main.</i>	The biggest, the most important. What are the main rivers (cities) in this country? What is the name of our main street?
<i>sign.</i>	See pictures.
<i>signal (n. and v.).</i>	Demonstrate, and draw a railway signal.



12. *would (should) be taken.*

Passive of *would (should) take.*

He didn't know what would be decided.

Exercise A.

1. died. 2. living. 3. killed. 4. living, dead. 5. death, life.  
6. lives. 7. live. 8. alive (living). 9. dying. 10. death, died.

Exercise C.

1. . . . the child should be taken . . .  
2. . . . he had been asleep . . .  
3. . . . he ought to obey his parents.  
4. . . . he would go . . .  
5. . . . if we took a taxi we should . . .  
6. . . . we hadn't . . .  
7. . . . he had to be . . .  
8. . . . a man had been . . .  
9. . . . the postman had brought a letter for him.  
10. . . . there's (would be) . . .

Exercise D.

1. since. 2. for. 3. for. 4. since. 5. for. 6. since. 7. for.  
8. for. 9. since. 10. for.

DICTION

My father bought me a bicycle last year, and I soon learnt to ride it. Even the rider of a bicycle must obey the traffic signals and the rules of the road. Once when I forgot to look at the policeman at a cross-roads I rode straight on and nearly got knocked over by a taxi which was coming from the right. The policeman blew his whistle and was very angry. He said I might have been killed.

I think there is less danger on the pavement than on the road, but one day when I was riding on the pavement, and rang my bell for an old woman to get out of the way, she attacked me with her umbrella, and said that I must remember that bicycles had to keep to the road.

I like riding in the country best. There's not so much traffic, and it's easier to avoid accidents.

## DRILLS

Change the words in italics in as many ways as possible:

(a) No one thought of the *roads* as *dangerous*.

(b) *Two-thirds* of this number are *children*.

(c) Don't *go* too *fast*.

## A QUESTION GAME

The teacher (or a pupil) says: "I have thought of something." (It must have an English name which everybody in the room knows or ought to know.) The others then ask questions in turn to find out what it is—

Is it an animal (bird, thing)?

Is it in this room (school, town, country)?

Can we see (hear, touch, smell) it?

Is it near (in front of, behind) you?

Do we use it to write (read, draw) with?

Is it red (white, etc.)?

Only *yes* or *no* answers may be given. When there are sufficient clues for a good guess to be made, a pupil may ask: "Is it a piece of chalk (a pencil, a desk, etc.)? Only three direct questions of the last type should be allowed. If all three are wrong guesses, the pupil being questioned retires undefeated.

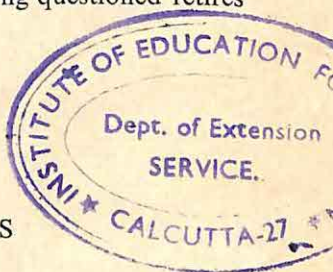
## LESSON 5

### HUNTING TIGERS

#### NEW WORDS

(*nouns*): human being, forest, tooth, flesh, method, rifle, goat, success, skill, courage, valley, sound, breath, neck, heart, enemy, earth (ground), flight (flying), oak.

(*adjectives*): wild, likely, terrible, twice, loud, keen (sight).



(*verbs*): hunt, prefer, fear, rush, dare (*anom. finite*), spring, breathe.

(*other*): however, therefore, above, swiftly, afterward.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): man-eater, hunter, hope, (a good) shot, call (cry), sunset, hunting, back (opp. of *front*), sight (power of seeing).

(*adjectives*): human, unable, unbroken.

(*verbs*): put an end to, go after (hunt), miss (a shot), wound.

(*other*): far and wide, so much so that, partly, most ... (*adj.*)  
... of all, noiselessly, there came, for (*conj.*).

*hunt.* Trying to catch or kill animals or birds.  
Some kinds of dog are very useful when we go hunting.

*India.* Map.

*however.* It means *but*. "But the tiger does not ..."  
Everybody takes the exam. Not everybody passes, however.  
When he lay quite still, however, the soldiers stopped shooting.

*human beings.* Men, women and children.

*prefer.* Like better. I prefer living near the park.  
Which do you prefer, English or French?

*wild animals.* Not those which we keep near a home, like horses, sheep, dogs, cats, etc. A wolf is a wild animal.

*forest.* Large numbers of trees growing together.  
It is bigger than a wood.  
Mention any well-known forests.

*tooth, teeth.*

Object.

*feed on.* Eat.



- to fear.* To be afraid of. Some people fear going out in the dark. "A man-eater becomes feared" means "People become afraid of it."
- far and wide.* Far away on all sides. He became known far and wide. The people came from far and wide to see it.
- so much so that.* Here it means "so much feared that . . ."  
The dog became dangerous, so much so that it had to be shot.  
He felt ill, so much so that he couldn't work.
- therefore.* So; or, because of what has just been said  
It is cold in winter. We therefore wear thicker clothes (so we wear thicker clothes).  
There's always a lot of traffic in this street.  
We must, therefore, be very careful when we cross (so we must be . . .).  
He didn't pass his class examination. He is still, therefore, in the second year (so he is still . . .).
- put an end to.* Kill.
- method.* Way of doing something.  
If you can't learn by this method, try another.  
I don't like her method of washing up.
- rifle.* Picture or drawing.  
Soldiers learn how to use a rifle.
- partly.* It means that only a part has been eaten. If you have cleaned only a part of the black-board, you have partly cleaned it.
- goat.* Picture.
- go after.* Follow, hunt, try to catch.  
The shopkeeper went after the boy who had thrown a stone through his window.
- hope (n.).* When we hope, we are full of hope.
- success.* Finding, getting, doing what one wants; winning.

He had no success in trying to find work.  
The concert was a great success.  
We won the game easily. After that success  
we're looking forward to the match next  
week.

*skill.*

If a man can do something very well, we say  
he has skill, and shows skill in doing it. A  
taxi-driver often shows great skill in driving.  
It needs much skill to mend a watch. You  
didn't show much skill in drawing.

*courage.*

If you are not easily frightened, you have  
courage. An airman must have courage.  
Soldiers should be full of courage.

*a good shot.*

*likely.*

One who rarely misses what he shoots at.

"He is not likely to . . ." means "It is not  
probable that he will . . ."

Are we likely to have a cold winter?

I don't think it's likely that he will fail.

*miss (v.i.).*

Fail in shooting.

He shot at the animal but missed (it).

He took the penalty-kick, but missed.

*wound (v.).*

Give a wound to.

*escape with one's life.*

Not be killed.

*for (conj.).* Not used in conversation. It means *because*.

*terrible.*

Making us feel full of fear. Very bad.

A terrible war, snake, face, death; terrible  
danger.

*the call.*

When an animal calls to another, it gives a  
call.

*sunset.*

The time when the sun sets.

*noiselessly.*

Without making any noise.

*valley.*

A valley is between hills or mountains.

*sound.* Demonstrate. The sound of my voice, my foot, a piano. We hear sounds. What sounds can you hear from outside?

*rush.* Go quickly. A train rushes along the railway. He rushed out of the room.

*twice.* We use this word instead of "two times".

*there came.* It is like "There was". *There* has no special meaning of its own.

*time passed.* Time went on.

*loud.* Demonstrate. A loud noise, voice, sound.

*breath, breathe.*

Demonstrate.

We are breathing all the time. We take in air and send it out. The air which we breathe is our breath.

*back (n.).* The opposite of *front*. The back of one's head, hand. The back of the room.

*above (prep. and adv.).*

Demonstrate.

The ceiling is above us. Your nose is above your mouth. I am above you because I am on the platform.

Don't contrast with *over*. Let the two words be used and learnt as they occur.

*dare.* Used in this lesson as Anomalous Finite only, like *can, did, might*, etc. Present and Past tense: *dare*, 3rd Pers. Sing.: *dare*.

If you're afraid to do something, you dare not do it. She never dare go out in the dark. The cat climbed up the tree, but it daren't come down. You daren't jump off that high wall, dare you? No, I daren't.

*it thought it had heard.*

(which) it had heard (so it thought).

See Str. 9.



*spring* (v.).

Jump.

*did spring*.

In the sentence before this, *might spring* was used. What was possible has now happened. The tiger *did spring*.

*heart*.

Picture.

This is your heart. Can you hear your heart?

*enemy*.

The opposite of *friend*. Soldiers fight against their enemies in war.

## STRUCTURES

1. *feed on*.

Lions feed on other animals. What do dogs feed on? We had to feed on what we could get.

2. *far and wide*.

The news spread far and wide. Rabbits are found far and wide in Australia. Visitors came to the city from far and wide.

3. *so much so that*.

She was afraid of cows, so much so that she ran away when she saw one. It was hot inside, so much so that we took our coats off.

4. *therefore*.

There are no buses. People have to walk, therefore.

He didn't work, and therefore he failed.

It was a public holiday; very few shops were open, therefore.

"Summer time" ends on Oct. 1st. Clocks must therefore be put back one hour.

5. *put an end to*.

Stop; kill.

We must put an end to the noise in the streets.

Their great victory put an end to the war.

He put an end to his life (killed himself).

6. *the* (Superlative) *of all*.

The most dangerous method of all.



This is the best of all.  
That newspaper is the most important of all.  
He was the slowest boy of all.

7. *there came.*

(rarely conversational).

There came a time when he could do no more.  
Then there began a great fight.  
There went out a story that . . .

8. *unable to see to shoot.*

He was unable to stand up to speak.  
It was difficult to get near enough to see.  
I am glad to be here to talk to you.  
It's necessary to eat to live.

9. *the other tiger it thought it had heard.*

*It thought*, and similar phrases—*I think, I know, I'm sure*, etc.—are parenthetical.

This is the book (I think) you want.  
He's a man who (I think) writes for the newspapers.  
He's a man whom (I'm afraid) you won't like.  
This is a story which (I'm sure) you must have heard.

*The Arrow and the Song* should be learnt by heart. Let the pupils get the meaning for themselves from the notes.

Exercise A.—Possible answers:

1. Yes, we get milk from it. 2. He's no good if he hasn't.  
3. So would I. Mountains are cold and windy. 4. He ought to wear glasses. 5. Why not? Thousands of people travel by air every day. 6. What happened? 7. Yes, thank you. Had you? 8. Yes, I shouldn't like to live there. 9. Had you to stand? 10. Don't wear any.

Answers should rarely be final. They should continue a conversation, not end it.

DICTION

If anybody goes tiger-shooting in India he will need a good rifle, and he must be a good shot, for a man-eater doesn't often

give one the chance to shoot twice. It is a good thing to put an end to such wild animals because they are real enemies of human beings. Tigers can move very swiftly, and it needs courage as well as skill to stand still and shoot one through the head or heart when it is rushing forward to spring at the hunter. Not all tigers are man-eaters, however. Some prefer to stay in the forest and feed on the flesh of other animals. It is not necessary, therefore, to try to kill all tigers; but as they are beautiful animals a hunter feels that if he can take a tiger-skin home with him he has had some success.

#### EXERCISE

Make a list of all words like dare, can, may, etc., and show how they are used in sentences. (The twenty-four Anomalous Finites.)

#### LETTER-WRITING

Let the pupils of one class write short letters to the pupils of another class in your school; or in another school if you know the teacher there. If the letters can go by ordinary post, so much the better.

## LESSON 6

### GREECE

#### NEW WORDS

(*nouns*): Greece, Europe, Spain, Italy, Egypt, Mediterranean, army, population, mile, climate, plain, ruin, bend, edge, farmer, poet, wheat, grain, vegetable, wing, Napoleon, Lord Byron, vine, vineyard, heap, Turk, kilometre.

(*adjectives*): brave, ancient, Turkish (language and people).  
(*verbs*): afford, conquer, dry up, cover, allow, bury, hit, translate.

(*other*): in need of, abroad, badly (very much), already, except, both . . . and . . .

DERIVATIVES, PHRASES, etc., from vocabulary already known:  
 (noun): **visit**. Greek (*n.* and *adj.* language and people).  
 (adjectives): **northern, southern, eastern, western, hair-pin**  
 (bend), **such** (of this kind), **fast, slow** (of time).  
 (verbs): **land, gather** (pull), **photograph, ruin**.  
 (other): **What's the matter?, uphill, downhill**.

Let some of the pupils ask the questions which follow the text, and call on others to answer.

At this stage, where it is possible to give the meanings of most new words in English without demonstration, more opportunity must be given for using them and fixing them in the memory. *Greece* and other geographical names.

Show these on a map. Give special attention to the spelling of *Mediterranean* and the pronunciation of *Europe* ['juerəp].

- |                          |   |
|--------------------------|---|
| <i>abroad.</i>           | Outside one's own country.  |
| <i>afford.</i>           | Be rich enough to do something.   |
| <i>I'd prefer ...</i>    | I would like Greece better (if I could choose).   |
| <i>you know.</i>         | As you know.  |
| <i>Lord Byron</i>        | A great English poet. (A poet is a man who writes lines like those by Longfellow on page 41.) Byron lived from 1788 to 1824. <i>Lord</i> is a title, like <i>Mr.</i> ; it is used for certain men of the most important families. |
| <i>land (v.).</i>        | Go on land from the sea.  |
| <i>conquer.</i>          | Take and keep a country or city; win a victory over.  |
| <i>army.</i>             | A large number of soldiers ready for war.   |
| <i>brave.</i>            | Full of courage.  |
| <i>badly.</i>            | Very much. He was badly wounded (hurt).<br>The roof badly needs mending. I want to badly.   |
| <i>to be in need of.</i> | To need, want.  |
| <i>And then what?</i>    | And then what happened?   |
| <i>already.</i>          | Before. Before now.<br>I've already seen it. He's already left.   |



*edge.* This is the edge of the table (desk, page, chair).

*will be killed.*

Passive of the Simple Future.

*to cover.*

Demonstrate.

Cover your face with your hands. Our clothes cover us. Is the board covered with writing?

*farmer.*

A man who keeps cows, sheep, goats, etc., and grows things in his fields.

*wheat.*

The best bread is made from wheat.

*grain.*

Wheat is a kind of grain. Farmers grow many kinds of grain for food.

*vegetables.*

Show a picture of various kinds.

Potatoes are a vegetable.

*allow.*

If we say a person may do something, we allow him to do it. Are you allowed to come late? Dogs are not allowed in a cinema.

*vine, vineyard* ['viniəd].

Grapes grow on a vine. The place where many vines grow is a vineyard.

*gather.*

Pull, pick, take from trees, bushes, etc. We gather fruit, flowers.

*I'm coming to . . .*

I'm going to talk about. We're coming to the questions on this lesson soon.

*bury.*

Put in the ground. Dead people are buried. When ancient cities become covered with earth, we say they are buried.

*heap.*

Here is a little heap of chalk (paper, matches). Things of this kind.

*such things.*

Strike; knock. Don't hit the poor dog. The ball hit him in the face.



It also means "so soon"—Have you finished already?

*northern, southern, eastern, western.*

Adjectives often used instead of *north, south, east, west.*

*mile.*

*climate.*

*except.*

*dry up.*

*plain.*

*some of which.*

See in Structures.

*ft.*

*ruin (n. and v.).*

We write *feel* like this after figures.  
An old building which has broken walls and is no longer lived in is a ruin. Have you seen any ruins near here. Do you know the name of a ruined building?

*ancient.*

Very old. There are many ancient buildings in Athens. In ancient times London was a very small place.

*population.*

The number of people. What is the population of this town (city)?

*bend (n.).*

Leave the verb until later. Demonstrate by drawing a road with a bend in it. To illustrate a hair-pin-bend, draw a road which turns and runs parallel to itself.

*both . . . and.*

Not only this but that.

I have both red and white chalk here.

Do you study both French and English? No, only English.

*uphill, downhill.*

If we go up a hill, we go uphill. Water always runs downhill.

*should have been drowned.*

The Passive of the Perfect Infinitive. Practise changing from Active to Passive with *could, may, ought to, would*, etc.

He could have killed the lion. The lion could have been killed (by him).

The child may have turned on the gas. The gas may have been turned on by the child.

Your sister ought to have mended your stockings. Your stockings ought to have been mended by your sister.

*What's the matter?*

What have you done? What has happened?

#### STRUCTURES

1. *I'd prefer.* (If I were asked to choose) I'd prefer a larger house (to live in a city, a holiday at home).

2. *in need of.* He was (badly) in need of money (food, shoes, a new pair of glasses, a place to work in).

3. *some of which* (are). Of which some are.  
I bought a box of pencils, some of which were red.

He learnt a lot of new words, some of which were difficult.

The tree was full of apples, all of which were small.

In the crowd were several boys, many of whom were under ten.

He has three brothers, one of whom is a teacher.

The forest is full of trees, the oldest of which are the oaks.

4. *both . . . and.*

Both men and women learn to shoot.

There are both hard and soft chocolates in this box.

5. Passive of the Simple Future.

He will be killed. (*Shall* in the First Person.)

6. *If* + Past Perfect followed by *should* (*would*) + Perfect Infinitive.

If I had known, I would have told you.

If the rock had fallen, we should have been killed.

If you had come, I should not have gone away.

If they had passed, they wouldn't have stayed in this class.

7. Passive of the Perfect Infinitive.

*May, might, can, could, should, would, ought to, needn't, must + have been* + Past Participle.

You must have been astonished.

Exercise A.—Possible answers :

1. History and geography. 2. dry and warm. 3. Italy and Greece. 4. read and written. 5. fruit and vegetables. 6. skin.
7. hair. 8. in need of. 9. fruit . . . vegetables. 10. afford . . . such . . .

Exercise D.

10. On the radio, at the station or in the Post Office.

DICTATION

Let the pupils dictate any sentence they like from the text of the lesson.

DRILLS

Finish in ten different ways :

(a) I can't afford . . .

(b) I'd prefer . . .

(c) He was called . . . because . . .

(d) Small boys are not allowed to . . .

DRAWING

Draw pictures to illustrate anything in this lesson, and put descriptions underneath.

## LESSON 7

### CLIMBING MOUNT EVEREST

#### NEW WORDS

(*nouns*): **Mount**, sea-level, attempt, party (number of people), height, mass, condition, tent, porter, plan, stove, effort, reason, load, dot, pound (weight), **Infinitive**, vale, mind.

(*adjectives*): level, steep, rough, used to, various, certain (sure), smooth.

(*verbs*): reach, set out, continue, overcome, rest.

(*other*): none, hardly, for certain.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): **preparation**, **step** (to go up), **bedding**, **point**, **hillman**, climb, climber, use, beauty, **highland**.

(*adjectives*): **successful**, **skilful**, **impossible**, **peaceful**, **hopeful**, **tearful**, **helpful**, **hilly**.

(*verbs*): **take** (a long time), **succeed**, **set up**.

(*other*;) **upward**, **amongst**.

A sparing use of metaphor begins in this lesson, e.g. with the word *conquer*.

*Mount* (*Mt.*). Used in front of the name of a mountain.

*level* (*adj., n.*) Flat; not going up or down. A plain is level. I am holding my hand on a level with the table.

I am on the platform; I am not standing on the same level as you.

*sea-level*. The level of the sea.

*to reach*. To get to. I reached the station in half-an-hour.

What time do you reach school in a morning?



- upward.* Towards the top.
- none.* Not one; not any; nobody.  
 There are no matches in the box. There are none left.  
 Bring some chalk—there's none in the box.  
 How many marks did you get? None at all.  
 You haven't any yellow pencils, have you?  
 No, none.  
 None of them had any money.  
 None (nobody) can tell where he is buried.  
 Note that *none* may take a plural verb where the sense requires it.—Where are the books? There are none here.
- attempt. (n.)* If we try to do something, we make an attempt to do it.  
 It was his first attempt to learn English.  
 They made several attempts to cross the river.
- party.* A number of people together.
- set out.* Start; begin to travel.
- successful.* If we have success, we are successful.
- height.* In Lesson I we had *width, length, depth*.  
 High things have height. What is the height of this room? What is your height?
- steep.* Demonstrate on the board.  
 A steep road, hill, path.
- rough, smooth.* Demonstrate with smooth and rough paper, wood, etc.  
 Rough ground is stony and full of holes. It is not easy to walk on it. Some roads are very rough. Smooth roads are best for motor-cars.
- continue.* Go on; keep on.
- preparation.* If we prepare to do something, we make preparations for it. Before we go on a picnic

we must make some preparations. You spend a lot of time in preparation before an exam.

*overcome.*

Conquer; win a victory over. We overcome difficulties, dangers, our enemies.

*mass.*

A great heap or piece. A lot.

A mass of rock fell across the road.

Masses of people were coming away from the football-match.

*step.*

Here it means a place to put one's foot on when going up or down. This platform is one step above the floor. You can count the steps when you go upstairs.

*hardly.*

(1) With difficulty.

The old man could hardly walk.

The light is so poor that we can hardly see.

(2) Not quite.

There is hardly enough chalk.

I hardly know what to do.

He had hardly any money to spend.

We have hardly time to get our lunch.

*used (to) (adj.).*

If we do something often, we get used to doing it.

If we live somewhere for a long time, we get used to the place.

People who live in a hot country are used to being hot.

Some people are so used to riding in buses that they don't like to walk.

He likes camping; he's used to it.

*condition.*

If we live in a city we get used to the conditions of the city: the streets are noisy and full of traffic; there are many shops; it often takes a long time to go to a friend's house; there are very few trees. The conditions in a village are different: it is very quiet; we

- know everybody; perhaps there is only one shop; we can't see many buildings. We speak of weather conditions, the conditions on the railway, conditions at home, etc.
- take (time).* It takes (me) ten minutes to walk to school. How long does it take to go to ——— by train?  
It doesn't take long to fly from Italy to Spain.
- tent.* Draw.
- bedding.* Things to sleep on and to put over us in bed.
- porter.* A man who carries things for other people. There are porters at a railway station to carry bags and suit-cases.
- conquer the mountain.* Get to the top of it.
- plan.* Our time-table is the plan of our work. We make plans for our holidays when we decide where to go, when to go, what to do, etc.
- various.* Different. Not all the same. You can see various things in a shop. There are various books in a library. There are various ways of going to England.
- point.* This is a point on the board (map, floor, ceiling). A point is a place. A cross-roads is a point where roads cross. At one point on the way to school you can see a pond.
- stove.* Drawing or picture.
- rest (v).* When we are tired, we want to rest. We must rest after hard work. We go to bed to sleep and rest.
- effort.* When we try hard to do something, we make an effort to do it. Make an effort to touch the top of the door. Some boys make no effort to learn English.



*reason.*

If we ask why something is done, the answer gives the reason why it is done. *Why?* means "What is the reason for?" *Because* means "The reason is . . ." A good reason for learning English is that we want to read English books. If you come late, you should have a good reason for being late. Why are some men rich and some poor? There are many reasons.

*succeed.*

If we are successful, we succeed. I hope you will succeed in your next exam.

*set up.*

Put up.

*load.*

What is carried. Some donkeys carry very heavy loads. Railway engines pull heavy loads.

*hillman.*

A man who lives all the time amongst high hills.

*amongst.*

Among.

*climb (n.)*

If we climb a mountain, we do a climb. It is often a hard climb to the top.

*pound.*

There are about  $2\frac{1}{2}$  pounds in a kilo. How many kilos did each porter carry?

*dot.*

A small point. We always put a dot over a small "i" in English writing. What other letter has a dot?

*impossible.*

Not possible.

*certain.*

Here it means *sure*. *For certain* means *surely*, *certainly*.

*hilly.*

With hills.

*infinitive.*

Verbs with *to*—to go, to come, to sit, etc.—are called Infinitives.

To have gone, to have come, to have sat, etc., are Perfect Infinitives.



Answers to questions on the Passive:

1. The book needn't be read.
2. I want this lesson to be learnt.
3. The baby may be wakened by the noise.
4. He expected his friend to be astonished.
5. Accidents must be avoided.
6. Pen and ink must be used.

#### STRUCTURES

1. *It was not until the summer of 1953 that ... It is the "anticipatory" Subject.*

The real Subject of the verb *was* is the Noun Clause beginning with *that*.

It was in October that the first snow came.

It was late at night when he reached home.

It is not certain why he did it.

Similarly:

It is not known how he found it.

It is not known when it happened.

It is said that they were drowned.

It was thought that they would return.

It is hoped that prices will go down.

It happened that the train was late.

2. Passive of the Present Infinitive.

To be overcome, to be cut, (could) be done,  
(can) be made, to be taken.

3. *except during a few weeks in summer.*

*Except* followed by a prepositional phrase:

We never go except on Saturdays.

He's good everywhere except in school.

4. *As greater heights were reached, fewer men would go on.*

Associated comparatives.

Our courage becomes greater as our strength becomes less.

He gets weaker as he grows older.

As we get nearer to the top, we find the path more difficult.

5. *find it impossible to.*

He found it impossible to get a cheaper one.  
We found it impossible to do any more  
(sleep, cross the river, avoid an accident).

6. *know for certain.*

"How far is it?" "I don't know for certain."

We can't know for certain how many stars there are.

He didn't know for certain where the shop was.

Exercise C.

1. I can hardly see. 2. There is hardly enough. 3. I hardly had time to do it *or* I had hardly time to do it. 4. We hardly ... 5. I hardly ... *or* I think he will hardly ... 6. We could hardly ... 7. He had hardly ... 8. I shall hardly ... 9. The work could hardly ... 10. We'd hardly ...

DICTATION

In any attempt to climb Mt. Everest various difficulties have to be overcome, including the weather conditions, and the most careful preparations must be made. It is not always easy to find porters to carry tents, bedding, stoves, etc., and at great heights they cannot carry even their usual load of forty pounds each. The way up the mountain is steep and rough, and there is always the danger of being knocked over and killed by masses of snow which sometimes break away and rush down the mountain-side. Men can hardly breathe in the thin air, and it needs great effort to climb even a short distance. But there will always be found some brave men willing to set out to try to reach the top, for success will make their names famous for ever.

DRILLS

Finish in ten different ways:

(a) He found it impossible to ...

(b) It is not known whether ... (or with *how*  
*when, where, why*)

(c) He could hardly ...

## COMPETITION

Who can make the best plan, including a timetable, for a week's holiday away from home? Say what preparations you would make before leaving.

## LESSON 8

### COLLECTING STAMPS

#### NEW WORDS

(*nouns*): Switzerland, value, arithmetic, Swiss, castle, scenery, Helvetia, Latin, Alps, Mt. Blanc, poem, poetry, Chillon, Geneva, literature, pound, shilling, penny, pence, centime, franc, Italian, Christmas, fun, supper, grave.

(*adjectives*): worth, scarce, educated, pretty, alone.

(*verbs*): collect, tear, suppose, can't help.

(*other*): according to.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): prison, thought, footstep, the same, earth (world), note (money), £ : s : d.

(*adjectives*): Swiss, Italian, elder, eldest.

(*verbs*): chain (up), set free.

(*other*): on high, just as, if it weren't for.

*collect.* Get and keep a number of. Boys collect stamps, coins, birds' eggs, etc.

*Switzerland*, etc.

Show the geographical names on a map.

*Geneva* [dʒi'ni:və].

*Mt. Blanc* [mɔ:'blɑ:ŋ].

Mt. Blanc can be seen from Geneva.



- tear (v.).* Demonstrate with paper.  
Tear this piece of paper. Now you have torn it.  
I tore my dress yesterday.
- worth (adj.)* If you think you can sell something for two  
—— it is worth two ——.  
An old hat is not worth as much as a new one.  
Real jewels are worth a great deal. If they are not real, they are not worth much.
- scarce.* Rare. Things are scarce when there are not many of them. Water is often scarce in summer.
- value.* What a thing is worth. English will be of great value to you some day. An old bicycle is not of much value. It's not worth much.
- just as.* See Str. 2.
- arithmetic.* Working with figures; counting, multiplying, etc.
- Swiss.* Of, belonging to, Switzerland. Swiss mountains, people, schools, etc.
- castle.* Drawing or picture. Refer to any castles known.
- scenery.* Always singular.  
What we can see when we look around, especially mountains, plains, valleys, lakes, trees, fields, etc. There is fine scenery in the Pennine Mts. Is the scenery good around here?
- Helvetia* [hel'vi:fiə].
- Latin.* The language spoken in Italy in ancient times.
- poem, poetry.* In Lesson 5 there is a poem called "The Arrow and the Song". A poem is a piece of poetry. Longfellow was a poet. He wrote poetry.

*Chillon* ['ʃi:lɔ:n].

The name of the castle on the stamp.

*literature.*

When we study books, we are studying literature. What literature do you study? Byron's writings are part of English literature.

*If it weren't for . . .*

Here it means: "If we didn't have . . ."

If it weren't for umbrellas, we should often get wet.

If it weren't for your bad spelling, you would be good at English.

If it were not for the farmers, we should have no bread.

*suppose.*

"I suppose" means "I think, but I'm not sure."

*pounds, shillings, pence.*

English money.

See later in the lesson. Give plenty of practice in reading figures. See that *-pence* is pronounced [pəns] in compounds: ['tʌpəns, 'θrəpəns, 'fɔ:pəns] etc.

*francs, centimes* [fræŋks, 'sɑ:ti:mz].

French and Swiss money.

*Italian.*

Of or belonging to Italy. Italian people live in Italy. They speak Italian.

*according to.*

In one part of the country French is spoken; in another, German; in another, Italian. So people speak French, German, or Italian *according to* the part of the country in which they live.

You can stay at a good hotel or one not so good according to what you can afford.  
 Men wear thick clothes or thin clothes according to the climate.  
 You pass or fail according to the marks you get.

*educated.*

Educated people have studied a lot and know a great deal. You come to school to be educated.

*Christmas.*

Dec. 25th. A holiday in England.

*shall have been collecting.*

The Future Perfect Continuous. See Bk. II, 22.  
 The same explanation will serve, but the action in this new tense is continuous.

*Present.*

*Action now and in the future.*

*Point in the future to which the action continues.*

(I am speaking now).

I shall have been collecting for three years

by next Christmas.

I shall have been learning English for three years

at the end of this school year.

Sometimes no definite point in the future is mentioned. See later examples in the text.  
 Avoid a lot of explanation, which is usually confusing. Let correct sentences be learnt and constructed. This is the last of the twelve Active tenses in English.

*fun.*

"I don't see any fun in it" means "I don't enjoy it. It doesn't please me or interest me."  
 We have fun with something when we play with it. Happy children are full of fun. A funny picture at the cinema makes you laugh because it is full of fun.



*can't help.* Idiomatic. It means "I can't keep myself from doing something".

I can't help wondering where he is.

I can't help thinking it goes at 6.

*pretty.* *Pretty* is not so strong a word as *beautiful* or *lovely*. Pretty things look nice, and we like them. They have a little beauty, but not enough to be called beautiful. Nearly all flowers are pretty; some are beautiful. We speak of pretty colours, pictures, birds, girls.

*supper.* The last meal of the day, usually just before going to bed.

If necessary, explain the custom of having either breakfast, dinner, tea, supper, or breakfast, lunch, afternoon tea, dinner—dinner usually being the main meal.

#### STRUCTURES

1. *to be worth.* It's worth a lot (nothing, fivepence, more than before, a good deal, very little).

2. . . . *just as you can (have, do, etc.).*

You can grow them in gardens just as you can in fields.

They did it yesterday just as they did before.

They still forget things, just as they did years ago.

Animals may be ill just as men may.

We have cinemas in this country just as you have in England.

3. *If it weren't for . . . we should.*

If it weren't for the scenery, visitors wouldn't go there.

If it weren't for air travel, it would take much longer to get anywhere.

If it weren't for war, we should all be much happier.

4. *worth less the older I get.* Cf. Associated Comparatives in Lesson 7, Str. 4. The meaning is "As I get older the pound is worth less." In *the older, the* is an adverb of degree. See Lesson 20, Str. 4. "Life becomes harder the longer I live." *the older I get* is an Adverb Clause of Proportion.

5. The Future Perfect Continuous.

6. *can't help.* I can't help thinking he's had an accident.  
I can't help feeling angry.  
I can't help being afraid.  
He couldn't help looking disappointed.

7. *set* (a person or an animal) *free.*  
I set the bird free. They set him free. When shall I be set free?

Exercise A.—Possible answers:

1. man, wanted, sailor. 2. hungry, thirsty, ate, drank, gave.  
3. went, Hyde Park, walked, lake. 4. rode, saw, animals.  
5. day, day, thing, way, habit. 6. Men, fight, weather.  
7. learn, stamps, interested. 8. collecting coins? 9. buy, house, comes. 10. small window, wall.

Exercise B.

1. My younger brother is a baker. 2. They are all in different classes. 3. We shall all be sorry if war continues. 4. No one knows his address. 5. If he is able to eat, he will live. 6. It's easier to ride downhill. 7. I was early because my watch was fast. 8. The car went slowly along the road. 9. It's quite possible to translate it with (without) a dictionary. 10. August in Cyprus is never a rainy month.

DICTIONATION

Give a short dictation containing corrections of any common mistakes, including spellings, made by the class.

DRILLS

Finish in ten different ways:

(a) You can learn a lot from . . .

- (b) I want to see how many I can . . .  
(c) I should soon find out if . . .  
(d) He's no good at . . .

## A GAME

Divide the class into two teams. Each pupil draws an object possessing a more or less obvious quality, e.g. a large spoon, a long (or strong) chain, a beautiful flower, a calm sea, a funny man, a sad face, a frying-pan, a straight line, etc. One team now changes papers with the other, and underneath each drawing writes its description.

## LESSON 9

### A LUCKY ESCAPE

#### NEW WORDS

(*nouns*): explorer, weapon, cloth, exchange, yard (3 feet), drum, chief, oar, messenger, message, gun, bottom, bullet, participle.

(*adjective*): armed.

(*verbs*): row (a boat), steer, act (work), beat, arrive, push, enter, aim, fire (a gun), sink.

(*other*): naturally, beside.

#### DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): escape, Sir, African, translator, exploring, islander, fighting, offer, elephant-rifle, shout, hunger, shot (of a gun), sail.

(*adjectives*): central, excited, coloured, friendly, treeless.

(*verbs*): explore, use up, take place, catch up with, save.

(*other*): Whom?, more and more, possibly, bravely, certainly, in exchange for, in his turn.



- escape (n.).* If a man escapes, he makes an escape.
- explore, explorer.* When a person travels anywhere, especially in a strange land, and tries to find new things and make maps, he is exploring. We call him an explorer.
- central.* Anything near or round the centre is central. Central Africa is between North and South Africa.
- African.* Africans live in Africa.
- to row; oar.* Demonstrate, and draw an oar.  
When we use oars to make a boat go, we are rowing.
- steer.* Make it go this way or that way. A motor-car has a steering-wheel. It isn't easy to steer a car round hair-pin bends.
- to act.* To work; to do the work; to do something; to take the place of somebody or something. This pen won't act (write).  
If you give a dictation, you will be acting instead of me; you will be acting as teacher. If a man doesn't know what to do, he doesn't know how to act.  
The soldiers ran away without fighting. They acted badly.
- use up.* Finish; use it all.
- weapon.* Something to fight with; a rifle; a bow and arrow.
- armed.* Having a weapon. Soldiers are armed with rifles.
- excited.* If men see something exciting, they become excited.  
The crowd at a football-match is often excited.

- naturally.* If you are hungry, you naturally eat something.  
If you don't go to bed, naturally you will be tired the next day.  
I naturally expect you to work hard.  
If I stepped on your foot, what should I naturally say?
- to make friends with.* Become the friends of. Have you made friends with the boy sitting next to you?
- islander.* A person living on an island.
- coloured.* Green, red, blue, brown, etc.
- cloth.* Point to some.  
Your coat is made of cloth.
- make signs.* If you show your meaning with your hands, you are making signs.  
Make signs that you are hungry or thirsty.  
Make signs that you want a pencil.
- in exchange for.* I will give you my blue pencil if you will give me your red one. That means: I will give you my blue pencil in exchange for your red one.  
What would you give me in exchange for an English dictionary?
- friendly.* Like a friend.
- yard.* A yard is three feet. There are 12 inches in a foot and 3 feet in a yard. A yard is not quite so long as a metre.
- drum.* Draw one.
- beat.* Strike; hit. We beat a drum. A man sometimes beats a donkey to make it go faster. We say that our heart beats. You can feel your heart beating.

*being beaten.*

The Passive of the Present Participle.

There were people beating the drums (Active).

Stanley could hear the drums being beaten (Passive).

*more and more.*

Cf. *nearer and nearer.* II, 19, Str. 8.

*arrive.*

Reach a place; come to a place. The train arrived at 10 o'clock. A friend arrived at my house yesterday.

*a chief.*

A chief is not so important as a king. He rules over a village or a number of men in Africa.

*possibly.*

It was not possible to escape. They could not possibly escape.

*message, messenger.*

If I ask you to go and tell another teacher something, you take a message from me to him. You are a messenger. A message may be written. A messenger carries a message. If a teacher is ill, he must send a message to school.

*in his turn.*

First the chiefs sent a messenger; then Stanley sent a messenger. You answer my questions in turn. Each of you must answer in your turn.

*offer (n.).*

If we offer something, we make an offer of it. He offered to take them. He made an offer to take them.

*gun.*

A weapon like a rifle.

*elephant-rifle.*

A rifle for shooting elephants.

*to turn one's back.*

Demonstrate.



<i>push.</i>	Demonstrate. Contrast with <i>pull</i> .
<i>take place.</i>	Happen. Did anything interesting take place at school yesterday?
<i>shout (n.).</i>	The noise we make when we shout.
<i>enter.</i>	Go into; come into.
<i>beside.</i>	Demonstrate. By the side of. You are sitting beside A—.
<i>hunger.</i>	If we are hungry, we have a feeling of hunger.
<i>bottom.</i>	The opposite of <i>top</i> . The bottom of the page board, box, sea.
<i>got their men together.</i>	Made them come together.
<i>to catch up with.</i>	Demonstrate by overtaking a boy walking to the door. A taxi can easily catch up with a bicycle.
<i>aim (v.).</i>	If you point your gun at something before you shoot, you are aiming at it.
<i>fire (v.).</i>	To shoot with a gun. "He fired at it." means "He shot at it."
<i>shot (n.).</i>	When you fire, you shoot. You fire a shot.
<i>bullet.</i>	Drawing. We fire bullets out of rifles.
<i>sink.</i>	Go down in the water. If you can't swim, you will sink.
<i>save.</i>	Bring to safety; make safe.
<i>of being drowned.</i>	Passive. Of drowning. When you cross a street, you are in danger of being run over or of being knocked down and hurt.

*sail.* Draw a boat with sails.

*Whom?* (in question 22) Objective of *Who?* (Interrogative).

*participle.* This should be known from frequent use.

Possible answers to questions on Passives:

I saw the answers being written in their books.

The chiefs, being obeyed by their men,  
attacked Stanley.

The picture being shown at the cinema this  
week is called "Three Captains".

The policeman saw a car being driven much  
too fast.

I heard the driver being warned by the  
policeman.

*certainly.* It is certain that . . .

*treeless.* Without trees.

#### STRUCTURES

1. *to make friends with.*

Children usually make friends with animals.

They were angry with each other for a time,  
but they soon made friends again.

2. *in exchange for.*

He couldn't sell his camera, and nobody  
would give him anything in exchange for it.

You don't need two dictionaries. I'll give  
you another book in exchange for one of  
them.

3. Passive of the Present Participle.

4. *can (could) not possibly.*

I can't possibly go tonight.

We couldn't possibly make a mistake like  
that.

5. *in his turn.*

I, in my turn, warned him.

Each in his turn told a story.

6. *take place.* What has been taking place here?  
Where did the game take place?

7. *get (people, things) together.*

They got together and talked about it.  
He got his books together and went home.  
If you can get the boys together, we'll have a game.

8. *catch up (with).*

He was away from school for a month, and it took him a long time to catch up with the others in English.  
I shall never catch up.

#### Exercise A.

1. . . . how far it was to the top of the mountain. 2. . . . how long I had lived here (there). 3. . . . when the cinema opened. 4. . . . where these (those) apples came from. 5. . . . why I had come late. 6. . . . whose pen I had borrowed. 7. . . . whom I had seen in the shop. 8. . . . who had called this (that) afternoon. 9. . . . which kind of cake I liked best. 10. . . . what books I had read.

#### Exercise B.

1. They are used for fighting with. 2. . . . sewing with. 3. . . . shooting with. 4. . . . flying with. 5. . . . cutting with. 6. . . . taking photographs with. 7. . . . biting with. 8. . . . fishing with. 9. . . . eating with. 10. . . . locking or unlocking (doors) with.

#### Exercise D.

1. fires. 2. beats. 3. push. 4. aimed. 5. used. 6. saved. 7. explore. 8. stuck. 9. promised. 10. prevented.

#### DICTATION

As the men who were rowing the boat were in need of food, they naturally made signs to the African islanders that they would give pieces of cloth, etc., in exchange for something to eat. But when they came near the shore, their boat was seized,



and they feared they might be killed, for most of the black men carried weapons. They could hear drums being beaten, and knew that the chiefs were getting their men together. However, after bravely pulling and pushing their boat into the water again, they succeeded in escaping. Four boats followed them for a time, but Stanley sank two of them with shots from his elephant-rifle, the bullets from which tore holes in their sides; and the men in the other two boats stopped rowing to try to save their friends from drowning.

#### ARITHMETIC

If a boat and a sail cost £110, and the boat costs £100 more than the sail, how much does each cost?

#### THE ADJECTIVE GAME

Let your pupils each give you any adjective. When you have got twenty-nine, put them, in the order supplied and irrespective of meaning, in front of the nouns in the passage set for dictation above.

Thus, if the adjectives are *armed, white, strong, interesting, calm*, etc., the passage will read: "As the armed men who were rowing the white boat were in strong need of interesting food, they naturally made calm signs . . ."  
Later the pupils can suggest more suitable adjectives where necessary.

## LESSON 10

### REVISION EXERCISES

The new words, which are explained in the text, are:

(*nouns*): **handle, brush, stick, lamb.**

(*adjectives*): **present, absent.**

(*verbs*): **brush, speak up, close, sharpen.**

(*derivatives*): **tooth-brush, walking-stick.**

#### EXERCISES

A. 1. The men in the other ship had been attacked by the sailors.

2. The poor woman might have swallowed it by mistake.

3. The tired porters have been lying down to rest.

4. The driver had been going much too fast.

5. Two people have been knocked down at the cross-roads by the bus.

6. I thought the books would be bought for me by my father.

7. The drums will be beaten as a sign of war.

8. He was pushed by somebody.

9. The old ship has sunk.

10. . . . he will have been looking forward to the holiday.

B. 1. in order to. 2. for. 3. so that. 4. just as. 5. except.

6. if it weren't for. 7. even if. 8. including. 9. as though.

10. so much so that.

D. (Possible answers). 1. . . . ran away. 2. stopped talking.

3. got to school early. 4. ended his letter. 5. she said good-

bye. 6. climbed up a tree. 7. was able to go more quickly.

8. a strange noise. 9. fired again. 10. shot it through the

heart.

E. 1. at (by). 2. of. 3. to. 4. with. 5. on, on, by. 6. from. 7. after, with. 8. in, for. 9. on. 10. of. 11. in, of. 12. of, from. 13. except, in. 14. for, at. 15. with. 16. among. 17. including, on. 18. according to, of, in.

F. 1. thread. 2. arrows. 3. cart. 4. peace. 5. drink. 6. tigers. 7. coffee. 8. killed (hurt). 9. death. 10. goats. 11. hills (valleys). 12. Asia. 13. downhill. 14. thirsty. 15. Greek.

G. The words which can be made are: length, strength, traveller (travelling), width, depth, building, stony, foggy, height, keeper, safety (safely), rider (riding), dangerous, hunter (hunting), hopeless (hopeful), eastern, bedding, preparation, helpless (helpful), fatherless.

H. 1. A restaurant. 2. Breakfast. 3. A camel. 4. The pavement. 5. Traffic. 6. A human being. 7. A valley. 8. An enemy. 9. The climate. 10. Wings. 11. A dot. 12. Literature. 13. A shilling. 14. A grave. 15. A note.

I. 1. A place where prisoners are kept. 2. A man who lives on an island. 3. We shoot it out of a rifle. 4. A messenger carries it. 5. They are made of wood. We use them to row a boat with. 6. Clothes are made of it. 7. It is a meal before going to bed. 8. It is a large, strong building. Castles were important places in war in ancient times. 9. We burn wood, etc., in it to make the house warm. 10. A small number of people. 11. A kind of grain. Flour is made from it. 12. It is level land. 13. The number of people in any city, town, country, etc. 14. They are in our mouth. We bite and eat with them. 15. We form a habit; for example, we can form the habit of thinking in English. 16. A loaf of bread. We buy loaves of bread at a baker's or bread-shop. 17. We see a smile on a person's face when he is happy, or before he begins to laugh. 18. It is a bird which swims on a pond. Farmers keep ducks. 19. It is made of iron. Sometimes chains are used to prevent a prisoner from escaping. 20. It is round. A motor-car has four wheels, a bicycle two.



STRUCTURE 1. *By itself (myself, etc.).*

Alone; without help.

Did you come to school by yourself this morning?

Did you do this composition by yourself?

### DICTATION

Put in the missing words as I dictate:

There is some chalk-dust on my coat. I must — it off.

Only one boy was — this morning, but two came —.

That shop sells umbrellas and —.

I can't hear what you say unless you —.

Please lend me your knife to — this pencil.

A young sheep is called a —.

I couldn't hold the kettle because the — was too hot.

The office — for an hour at lunch-time.

Several important people were — at the concert.

We use a — to clean our teeth with.

### QUESTIONS

How many names do you know of things made of wood (iron, cloth, paper?)

### FOR WORK OUT OF SCHOOL

Collect as many English (not French) words as you can that are used in your own language.

What is their correct pronunciation in English?

## LESSON 11

### BRAVE WOMEN

#### NEW WORDS

(*nouns*): storm, struggle, passenger, bomb, armour, sword, pain, duty, battle, proverb, pronoun, Belgium, Joan of Arc, Stevenson, Louis, Grace Darling, Cavell, Waterloo.

(verbs): wreck, rescue, wave, persuade, freeze, remain, burn, watch, believe, discover, defeat, bear, train.

(other): owing to.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(nouns): lighthouse-keeper, rescue, wreck, excitement, leader, action.

(adjectives): everyday, thoughtless, unnecessary.

(verbs): break (it) up, face, bomb, put to death, drive out.

(other): all night long, only (but), on board, least (adv.).

*storm.*

A very strong wind, with much rain or snow.  
The sea is very rough, not calm, in a storm.

*wreck (v. and n.).*

If a ship goes on the rocks, it is wrecked.  
The ship becomes a wreck.

*rescue (v.).*

Save from death or danger.

*on board.*

On the ship.

*all night long.*

All the time during the night.  
All night long I couldn't sleep.

*break up.*

Break into many pieces.

*wave (v.).*

Gesture.

*persuade.*

Talk to somebody and make him decide to do something.

He persuaded his father to let him have more pocket-money.

He tried to persuade his friend to lend him his bicycle.

*go to their rescue.*

Go to rescue them.

*struggle (n.).*

A great effort to overcome difficulties.

After a hard struggle, he got on to the crowded bus.

We won the game at last, but only after a hard struggle.

<i>freeze.</i>	When water freezes, it becomes ice.
<i>remain.</i>	To be left; to stay. Do you remain in school after the last lesson? How many lessons remain to be done in this book? Does snow remain on the ground in April?
<i>passenger.</i>	One who travels on a ship, a train, a bus, an aeroplane, etc.
<i>owing to.</i>	Because of.
<i>face (v.).</i>	To face danger means not to run away from it; not to turn one's back on it.
<i>bomb (n. and v.).</i>	Draw bombs dropping from an aeroplane.
<i>burn (v.).</i>	Fire burns. We burn wood on a fire. Wet wood won't burn.
<i>Belgium.</i>	Map.
<i>excitement.</i>	If we see something exciting like a football-match, we become excited. It is a time of excitement.
<i>watch (v.).</i>	To look at for some time. We watch games. We look out of the window and watch people going past. The police were watching Nurse Cavell to see what she was doing.
<i>believe.</i>	Think, know, be sure about something. He believes he will succeed. We all believe it is right to help our country. Don't believe everything you read in the newspapers.
<i>discover.</i>	Find; find out. He discovered his mistake. Columbus discovered America in 1492.
<i>put to death.</i>	If a person is punished by death, he is put to death.
<i>comes into.</i>	Here it means that we read about her in English history.



- defeat (v.).* Win a victory over.
- drive out.* Make (somebody) go out. The old man drove the boys out of his garden.
- armour.* Picture.  
In ancient times men wore armour when they were fighting. It prevented them from being wounded easily.
- sword.* Drawing.
- leader.* One who can lead others to success or victory.  
Tell me the name of a great leader.
- action.* The doing of something.
- being brave.* Continuing to be brave.
- pain.* If something hurts us, we feel pain.
- bear (v.).* Keep on feeling pain, especially without complaining.  
Although he was badly wounded, he bore the pain bravely.  
He burnt his hand, and the pain was so great that he could hardly bear it.  
It also means *carry*. Camels often bear very heavy loads.
- train (v.).* Teach to do some special work. We train people to become teachers, soldiers, nurses, etc.
- everyday (adj.).* Ordinary, usual.
- duty.* What we know we should do. It is my duty to teach you English. It is your duty to learn English.
- only.* Here it means *but*.
- least (adv.).* The opposite of *most*.  
Those who talk least often think most.  
Lazy people are those who work least.
- thoughtless.* Without thought; careless.

## STRUCTURES

### 1. *on board.*

The people on board were waving to us.  
We must go on board at 8 o'clock.  
We stayed on board instead of going on shore while the ship was at Cape Town.

### 2. *all night (day) long.*

They played on the sands all day long.  
All night long I heard cars passing the house.

### 3. *go to their rescue.*

The policeman The nurse The taxi-driver	went to came to ran to	their rescue his help
---	------------------------------	--------------------------

## 4. The Passive of the Past Continuous.

### 5. *put to death.*

The king said that he should be put to death.  
They put him to death because they feared him.

### 6. *we are being brave.*

Note that this Present Continuous Active of *to be* is used with a limited number of true adjectives, e.g. *careless, thoughtless, careful, greedy, lazy*. If a Past Participle is used—*We are being watched, rescued, driven out*—we have the normal Passive Voice of the Present Continuous of the verb from which the P.P. is formed. “We are being brave”, etc., denotes continuous action, not action at this moment.

Similarly in the Past Tense: *We were being brave.*

## PROVERBS

Let the pupils compare English proverbs with any in their own language, and give further examples of situations in which they might be used.

### Exercise A.

Give as much practice as possible with this structure, and see that the word order is thoroughly learnt. The rule is (a) If there is a Pronoun Object, it must be placed between the Verb and the Adverb; (b) a Noun Object may come before or after the Adverb.

Answers: 1. breaking it up. 2. drive them out. 3. find it out. 4. knocked her down. 5. dried them up. 6. set it up. 7. Turn it on. 8. take them back. 9. taken it off. 10. hand them in.

### Exercise C.

Explain *change* in the instructions.

### Exercise D.—Possible answers:

1. A big fire in a city. 2. Giving a seat to an old man in a bus. 3. Crossing a street without looking to see if anything is coming. 4. Trains on the railways. 5. Buying chocolates. 6. (Any from this or previous lessons). 7. A bow and arrow. 8. A soldier fighting for his country. 9. Shooting tigers. 10. A storm at sea.

### DICTATION

After I have dictated each sentence, put the verbs into the Passive Voice, and make any other necessary changes.

A storm drove the ship on to the rocks, and it broke up. The big waves threw some of the passengers on to a small island. A lighthouse-keeper saw them there, and he and his daughter rowed a boat towards them. The wind blew the boat back to the shore. But they made another attempt, and at last they saved everybody. The people whom they had rescued later gave them a present.

(The ship was driven on to the rocks by a storm, and was broken up. Some of the passengers were thrown by the big waves on to a small island. They were seen there by a lighthouse-keeper, and a boat was rowed towards them by him and his daughter. The boat was blown back to the shore by the wind. But another attempt was made, and at last everybody



was saved. Later they were given a present by the people who had been rescued by them.)

## DRILLS

Finish in ten different ways:

1. It did not seem that . . .
2. She persuaded her brother to . . .
3. All she wanted to do was . . .
4. There have been plenty of — in the world.

## A WORD GAME

Take any word, and by changing one letter make another word. Continue until every letter has been changed, e.g. *pain, paid, said, sand, send*. The order of the letters may be changed, as in *face, fear, tear, tore, torn*.

The pupils might be given the first and last words of a series, e.g. *wine* and *fork*, and asked to proceed from the one to the other as follows: *wine, wire, wore, work, fork*.

Or they might be allowed to change a letter more than once in order to reach the required word, as in making *room* from *step*: *step, tops, toes, tore, more, room*.

## LESSON 12

### A PAPER-CHASE

#### NEW WORDS

(*nouns*): paper-chase, sport, hare, hound, track, direction, pleasure, exercise, ditch, gate, heat, course (race), honour, stretch (length), experience, race, fox, scent, Cambridge.

(*adjective*): convenient.

(*verbs*): drop, last, mix up, apologize, join, agree, tie, long.

(*other*): closely.

DERIVATIVES, PHRASES, etc., from vocabulary already known:  
(*nouns*): **handful, run, point of honour, short cut, training, running, start, hunt, farm, farm-house, shoemaker, racing, imitation, winner, loser, rower, smell.**

(*adjectives*): **torn-up, close, cross-country, unmarked, first-class, three-legged.**

(*verbs*): **chase, plan, tire, come up with, race.**

(*other*): **while (whereas), in front, as usual, from time to time.**

*chase* (v.). To run after and try to catch. Dogs chase cats.

*paper-chase*. Explained in the text.

*sport*. A game which is played in the open air. Hunting is also a sport. So is fishing.

*torn-up paper*. Old newspapers, etc., which have been torn up into little pieces.

*from time to time*. Not all the time; sometimes. We have bad weather from time to time.

*handful*. Demonstrate.  
A handful of pencils, chalk, paper, books, etc.

*are being followed*. Passive of the Present Continuous.

*hare*. Picture. Note inverted commas when a word is used in a specialized sense. Cf. "horse" in Lesson 16.

*hound*. Picture.

*will drop*. "Habitual" Future. See the exercises later.

*track*. A poor path or road. It is often difficult to see it. These boys made a track with torn-up paper. Animals make tracks in the snow. Sheep make tracks on the hill-sides.

- direction.* Way; the way along which something goes.  
We go south from here to —. That is the direction in which we go.
- more often than not.*  
Very often; usually.
- while.* Here used of contrast, not time. It means *whereas*.  
Some roads are good, while others are bad.
- pleasure.* If anything pleases us very much, we find pleasure in it. We go to the seaside for pleasure. There is no pleasure in some kinds of work. We don't take examinations for pleasure.
- exercise.* Here it means "exercise of the body".  
Walking and running are good exercise.  
To keep well we must take exercise.
- cross-country.* Across the fields and hills.
- run (n.).* If we run for exercise, we go for a run.
- ditch.* Picture or drawing.  
There is usually a ditch at the side of the road.  
Ditches often have water in them.
- gate.* Drawing.  
Do you come through any gates on the way to school? What are gates made of?
- heat.* Summer is hot. There is great heat in summer.  
We must have heat in the house in winter.
- plan (v.).* Make a plan to do something.
- honour.* A feeling of honour makes us do right without being made to do right. Honour prevents us from doing what we know to be wrong. A man of honour does what he promises to do. If we borrow anything, it is a point of honour to give it back.



- close, closely.* *Close* means *near*. Those two girls are sitting close together. Go closer to the board. Keep close to me when we cross the road. "To follow a path closely" means "to keep on the path all the time."
- short cut.* Draw an example on the board, or mention one in the neighbourhood.
- stretch (n.).* Here it means *distance, length*. A long stretch of level road. We have a stretch of grass behind our house.
- unmarked.* Without marks.
- last (v.).* These lessons last less than an hour. Winter lasts from December to March. How long does one piece of chalk last? I bought a new pen, but it lasted only a month.
- training.* If we train people, we give them training.
- first-class.* Very good. A first-class driver, farmer, shot, footballer, swimmer.
- experience (n.).* When we do something, we have experience of it. You are having experience of hearing English. Have you had any experience of flying? Some people have had no experience of living in a big city.
- tire (v.).* Become tired or make tired. We tired ourselves by walking too far. An old man soon tires. Too much work tires anybody.
- start (n.).* Beginning.
- in front.* At the front. If four people get into a taxi, one of them must ride in front with the driver. Do you like to sit in front at the cinema?

*race* (n. and v.). *racing*.

When you run a race, you try to run faster than anybody else. Racing is a kind of sport. Men race on special running-tracks.

*course*.

A running-track. A race takes place on a course.

*mix* (up).

We mix flour and water when we make bread. If boys and girls are in one class, it is a mixed class.

If we mix black and white, we shall get a grey colour.

What do you mix together when you make a cake?

If you went and worked in the next classroom, two classes would be mixed up.

*fox*.

A picture.

*fox-hunt*.

The hunting of a fox; also, all the people who are hunting it.

*as usual*.

In the usual way; at the usual time. We are doing English now, as usual.

*on looking back*.

When they looked back.

*all unknown to themselves*.

Without knowing it.

*scent*.

Smell. Here it means the smell of the fox on the ground where it had been running.

*ran for their lives*.

They ran to save their lives. They ran very fast.

*farm-house*.

A farmer works on a farm and lives in a farmhouse.

*come up with*.

Catch up with.

*apologize*.

Say one is sorry. When we say "excuse me", we apologize.

*pick up the scent.*

Find the scent.

*join.*

Meet and go together with.

Two of my friends joined me on the train.

Will you join me tomorrow and go for a walk?

He has gone to America to join his brother.

It also means "put together" or "come together".

We can join two pieces of string. Several rivers join to make one big river.

*agree.*

Say or think the same thing.

I think \_\_\_\_\_ is a beautiful city. Do you agree?

Most people agree that English is useful.

*imitation.*

In Book II, Lesson 19, we said that children try to imitate what they hear. We can imitate sounds and actions. If we make something that looks like the real thing, it is an imitation. An imitation hare is not a real, living hare.

*winner, loser.*

A person who wins (loses).

*made to run.*

Note the *to* in the Passive. *I made him run. He was made to run.*

## STRUCTURES

1. *From time to time.*

Also with *hour, day, year.*

2. The Passive of the Present Continuous.

3. *will* (with all three Persons) to describe habit, or what is done from time to time.

Some evenings he will listen to the radio.

In the middle of the morning I will have a cup of coffee.



4. *more often than not.*

More often than not my watch is fast (I leave my key at home; she has a bad cold; he's out when I call).

5. *waste time . . . -ing.*

Don't You mustn't Try not to	waste time	doing that reading that book looking out of the window
------------------------------------	------------	--

6. *as usual.*

See Exercise D.

7. *on looking back.*

See Exercise A.

8. *all unknown to.*

All unknown to him (-self), his father had left the country.

All unknown to the postman, the house had been empty for a week.

(-self, -selves may be used when other people know what has happened.)

9. *run for one's life.*

When he saw the policemen, he ran for his life.

10. *three-legged.*

A compound Adjective formed of an Adjective + a Noun + -ed. See Exercise C.

11. *to with the Infinitive after the Passive of make.*

I was made to sit down.

He was made to take the examination again.

Exercise B.

1. sport, game. 2. dog, hound. 3. weapon. 4. building.  
5. grain. 6. vegetable. 7. bird. 8. animal. 9. food. 10. drink.

Exercise C.—Possible answers :

1. Most of the children were brown-eyed.
2. The long-necked bird caught a fish.
3. They came in a two-wheeled cart.
4. A round-faced little boy stood up.
5. It needs a strong-armed man to do such work.
6. There were no low-priced hats in the window.
7. The simple-minded old woman didn't get angry.
8. I didn't like the green-curtained room at the hotel.
9. The Town Hall is a high-roofed building.
10. It won't hurt him—he's much too thick-skinned.

Exercise D.—Possible answers :

1. dressed.
2. paid.
3. kept.
4. wrote.
5. caught.
6. took.
7. closed.
8. bathed.
9. boiled.
10. turned on.

DICTATION

1. You can't jump over ditches if you're running a three-legged race.
2. He came up with the man who was walking in front and asked him if he found any pleasure in such exercise in bad weather.
3. The leader apologized for taking them in the wrong direction.
4. He made it a point of honour never to be late.
5. She longed to join her friends and watch the Oxford and Cambridge boat-race.
6. They couldn't find a convenient short cut, and tired themselves by going in a wide circle to the farm-house.
7. He dropped a handful of coins and had to pick them up.
8. When he got close to the house, he tied his donkey to the gate as usual.

DRILLS

1. Use ten different verbs in place of *do* in "Try not to do it."
2. "He who *succeeds* is he who *works hard*." Use other words in place of those in italics.

3. Finish in ten different ways: They agreed that . . .

#### A WORD GAME

A pupil thinks of a word and says the first letter of it. The next pupil thinks of a word beginning with that letter and adds another. The adding of a letter continues until a word is finished, and everybody must try not to finish a word. A pupil who finishes a word drops out. (Words of three letters don't count). If a pupil adds a letter which does not help to form a real word, he can be challenged and must drop out if he's made a mistake. The winner is he who succeeds in never adding the last letter to a word. Groups of five or six are best, and the winners then compete together. Examples: f-i-n-i-s-h. i-n-j-u-r-i-n-g. If the sixth pupil adds an "e" after "r" in the second example he has finished a word.

## LESSON 13

### PEN FRIENDS

#### NEW WORDS

(*nouns*): master (in school), director, pupil, science, chemistry, physics, mathematics, algebra, geometry, subject, (school), doctor, grammar (school), tennis, Easter, voyage, bank, Whit-Monday, custom, Japan, Japanese.

(*adjective*): clever.

(*verbs*): spoil, pronounce, explain, receive, practise, correct.

(*other*): exactly.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): pen-friends, headmaster, Bank Holiday, Good Friday, Boxing Day, Christmas-box.



(verbs): enter (school), leave (school), get (receive).

(adjective): hard-boiled.

(other): the other day, neither could you, the day before yesterday, a lot more, scarcely any, but (except).

pen-friends. People who have never met but write letters to each other.

What a . . . !

Exclamatory. Cf. II, 10: *How nice!* and III, 2: *What lovely hair that girl has!* Practise with such phrases as "What a hot day it is!" "What a bad mistake!" "What a noise!"

spoil (v.). Tear; make something of no use. "Mind you don't spoil the stamp" means "Be careful not to tear it."

getting it off. As you take it off the envelope.

master. Teacher.

pronounce. Demonstrate with one or two words, e.g. *though*, *through*, *rough*.

explain. To explain something is to give the meaning of it or the reason for it.

Can you explain why we put an address on the back of an envelope?

See that pupils use *to* before the Indirect Object—  
Please explain it to me.

receive. If I give you something, you receive it. We receive letters and other things by post. Sometimes we receive presents from people.

the other day. A few days ago.

practise. Do something again and again. Keep on doing something until we can do it really well.

correct (v.). If you make a mistake in English, I correct it. A teacher corrects compositions and dicta-

tions. If you make something right when it's wrong, you correct it.

*Director.* — is the Director of this school.

*headmaster.* In England, the Director of a school is called the Headmaster. *Head* means "at the top".

*pupil.* A boy or girl in school. You are all pupils.

*enter, leave (school).*

You enter a school when you begin to go to it. When did you enter this school? You leave it when you stop going to it. When do you expect to leave this school?

*chemistry.* — teaches you chemistry. In chemistry you learn that water is made of two gases.

*physics.* — teaches you physics. You study heat and light in physics.

*science.* Chemistry and physics are sciences.

*mathematics.* This is a science, too. Who teaches you mathematics?

*algebra, geometry.*

Demonstrate on the board with an equation and some triangles and circles, etc.

Algebra and geometry are mathematics.

*subject.* Anything you study at school. English is a subject. How many different subjects are there on your time-table this year?

*doctor.* A doctor tries to make sick people well. He often works in a hospital.

*Neither could you.*

And you, also, couldn't.

*get (a letter).* Receive (a letter).

*I'm not much good at writing.*

I don't write letters very well.

## Grammar School.

When you learn about nouns, adjectives, tenses, Active Voice, etc., you are doing grammar. Some schools in England are called Grammar Schools because boys used to study a lot of Latin grammar there.

*exactly.*

5 will go into 30 exactly 6 times.

These two books are exactly the same.

I don't know exactly when the train goes—perhaps it goes at 7.05, perhaps 7.10.

By my watch it's exactly —.

*I should think.*

Probably.

“How many pupils are there in this school?”

“About three hundred, I should think.”

“How old is that man?” “About forty, I should think.”

“What time does the sun rise now?”

“About —, I should think.”

(*same . . .*) as you do.

Adverbial Clause.

*tennis.*

Picture.

*Easter.*

An English holiday in March or April.

*scarcely.*

Hardly. Look at Exercise C in Lesson 7, and put *scarcely* in Nos. 1, 2 and 3.

There's scarcely any ink in this bottle.

*but.*

Except. He has five children, and all but one are boys.

There was nothing but water to drink.

*voyage (n.).*

If we go a long way on the sea, we go on a voyage. What countries would you pass on a voyage from England to Egypt?

*Good Friday.*

The first day of the Easter holiday.

*bank.*

Mention the name of a well-known bank.

*Whit Monday.*

The Monday which comes seven weeks after Easter Monday.



## Boxing Day.

Explained in the text.

*custom.*

Something that people usually do. It is a custom to have a holiday on Saturday afternoon, to offer a visitor something to eat or drink, to take a flag down at sunset, etc.

*hard-boiled.*

Boiled until they are very hard.

## STRUCTURES

### 1. *What a . . . !*

What a beautiful day (nice present, fine baby, long letter)!

### 2. *getting it off.*

Mind you don't Be careful not to	spoil it tear it	getting it off pulling it off taking it off
-------------------------------------	---------------------	---

### 3. with *day.*

1. the other day. 2. the day before yesterday. 3. the day after tomorrow. 4. all day long. 5. day after day. 6. every other day. 7. in a day or two. 8. this day week. 9. in those days. 10. at the present day.

### 4. *neither could you.*

Neither	can could do did have had shall will may	I you we they the boys
	does is was	he she anybody

5. *a lot more.*

He wrote (sent, bought, did, asked for, expected) a lot more.

6. *to be not much good at.*

He's not much good at English (science, football, tennis, answering questions, doing that).

7. *I should think.*

Probably. I should think it was after 9 (there were more than a hundred, you were tired, we went about twenty miles, it was in 1948).

8. *the same . . . as you (do).*

He goes to the same school as you (do).

We have the same teacher as you (have).

They had the same examination as we (had).

A—— got the same marks as B—— (did).

See Bk. I, 20, Str. 1, where the *do*, *have*, etc., were not repeated.

9. *all . . . but . . .*

All the books but one were uninteresting.

All the girls but C—— went home.

All but one were quite bad.

All the people but three were saved.

I knew them all but the boy at the back.

(Note: the modern literary use is to regard *but* as a conjunction, not a preposition, and therefore to say *All but he*—rather than *him*—*passed*. The Objective Case, however, is allowable, for *but* was originally a preposition.

10. *Explain something to a person.*

He explained the matter to her.

He explained it to us.

He explained to them why it was dangerous.

Exercise A.—Possible answers:

1. subjects. 2. games. 3. kind. 4. animals. 5. school.  
6. view. 7. name. 8. story. 9. time. 10. match.

### Exercise C.

1. becoming. 2. arrived. 3. receive. 4. are. 5. put.  
6. took. 7. came. 8. borrow. 9. have. 10. bought.

### DICTATION

Dictate the following sentences in the order given. Then ask the pupils to arrange them in proper order in a paragraph.

1. All but two or three of the cleverest had found it difficult.
2. The other day he came back from a voyage to South Africa.
3. Now I'm going to enjoy my Easter holidays.
4. When we had finished our geometry exam, the teacher explained the second question.
5. I'm not much good at science.
6. I hope he will tell us something interesting about the customs of the people there.
7. Then we went home and spent the evening preparing for the physics paper the next day.
8. However, I passed all right.
9. I shall stay with my uncle, who is a doctor.

Correct order: 4, 1, 7, 5, 8, 3, 9, 2, 6.

### DRILL

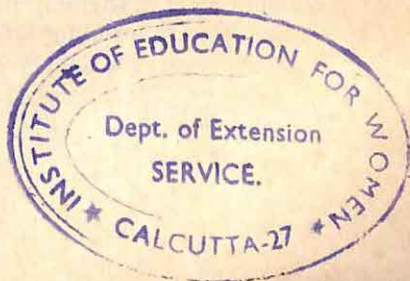
Finish in several different ways:

1. Mind you don't . . .

(drop it, lose it, knock it over, forget it,  
knock it down, swallow it, miss it, hit it,  
tear it, burn it, break it.)

### FOR WRITTEN ANSWERS:

What questions would you ask if you wrote to a pen-friend in England?





## LESSON 14

### AN ENGLISH VILLAGE

#### NEW WORDS

(*nouns*): God, church, churchyard, pump, well, pipe (water), store (shop), telegram, schoolmistress, pole, crown, gold, inn, society, club, Tennyson.

(*adjectives*): pleasant, square, general, electric, natural, mad (exciting), merry.

(*verbs*): surround, mention, dance, change.

(*other*): fortunately.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): man (human beings), green (village), postmaster, schoolmaster, dancing, may-pole, Queen of the May, inn-keeper, villager, surroundings, square, rest (from work).

(*adjectives*): alike, some (a), dustless, unchanged, weekly.

(*verbs*): draw (water), keep up (a custom), prefer . . . to . . . , call (waken), bicycle.

(*other*): all the year round, around, as it is, as well (also), formerly, round about, wherever, in place of, unfortunately, simply, over (finished), so that (therefore), on duty.

*God.* He made the world and everything in it including men.

*man.* Human beings. Man is a two-legged animal. Man has now learnt to fly. God made man.

*pleasant.* Anything that makes us pleased or happy is pleasant. Pleasant weather, a pleasant face, pleasant work, a pleasant sound.

*all the year round.* All the time during the year, from January to December.

<i>weekend.</i>	From Friday or Saturday to Monday morning.
<i>alike.</i>	If things are alike they are like each other. These two books (desks, chairs, pieces of chalk) are alike.
<i>church.</i>	Picture or drawing.
<i>square.</i>	Drawing.
<i>around (adv.).</i>	Around the tower.
<i>surround.</i>	Be or go round something. A room is surrounded by walls. If you all come round me, you surround me. In a library, we are surrounded by books.
<i>churchyard.</i>	A yard is land round a building, usually with a wall round it. You play in the school yard. Most farms have a farm yard. A vineyard is a place where vines grow.
<i>green.</i>	Defined in the text.
<i>pump; well.</i>	Pictures or drawings.
<i>draw.</i>	Pull up; get.
<i>pipe.</i>	Drawing. Point to the hot-water pipes.
<i>as it is.</i>	Cf. III, 8, Str. 2. <i>just as.</i>
<i>store.</i>	A shop.
<i>general.</i>	Of or for many things, not one only. A general store sells all kinds of things. A book-shop is not a general store. A general rule in English grammar is that the adjective is put in front of the noun.
<i>postmaster.</i>	He is in charge of a post office.
<i>as well.</i>	As well as shopkeeper; and not only shopkeeper. Some people have a house in the city and one in the country as well. A teacher of English often teaches another subject as well—not only English but history.

- telegram.* Show one, or a blank form.  
When do we send a telegram? When we want somebody to get news quickly.
- fortunately.* Happily, luckily; it is a good thing that . . .
- some.* Used with the Singular. We are not thinking of any special town by name. Cf. *some day*; *somebody*.
- so that.* Therefore. Fortunately there are plenty of books in the library, so that we always have something to read.
- dustless.* Not dusty.
- schoolmaster.* A man teacher.
- schoolmistress.* A woman teacher.
- formerly.* Some years ago. Before the present time.
- round about.* Which are round about the village.
- keep up.* Continue. We keep up some old customs.
- mention.* We mention something when we say something about it, or give its name. "He mentioned that . . ." usually means "He said that . . ."
- dance (v.).* Demonstrate.
- dancing (n.).* Children like dancing.
- pole.* Drawing. Show a flag and a flag-pole; a tent-pole; jumping with a pole.
- crown.* Drawing or picture.  
A king wears a crown.
- gold.* Show something made of gold.  
Have we any gold coins now?
- inn.* A small hotel in a village.
- innkeeper.* A man who keeps an inn.
- wherever.* Introducing an adverb clause. Cf. *whenever*.



<i>on duty.</i>	Working, or supposed to be working.
<i>change (v.).</i>	Become, make different. The colours change in autumn. Change these sentences into the Plural. He changed (his clothes) because he had been out in the rain.
<i>electric.</i>	Show electric wires, lights, a torch, etc.
<i>in place of.</i>	Instead of.
<i>society.</i>	A number of people who meet together to do something, e.g. a play-reading society, a stamp-collecting society, a society for helping blind people.
<i>club.</i>	A kind of society. A football club. A tennis club.
<i>villager.</i>	One who lives in a village.
<i>over.</i>	Finished.
<i>unchanged.</i>	The same as before.
<i>natural.</i>	Not made by men.
<i>surroundings (n. pl.).</i>	The places and things round about. What are our surroundings like here? We can see . . .
<i>prefer.</i>	Note the structure.
<i>rest (n.).</i>	The opposite of <i>work</i> . When we rest we have a rest.
<i>bicycle (v.).</i>	Ride on a bicycle.
<i>simply.</i>	Nothing more than; only; in a simple way. He can work if he likes; he's simply lazy.
<i>weekly.</i>	Coming, happening every week.

## STRUCTURES

### 1. *All the year round.*

We don't play tennis all the year round.  
He works all the year round without a holiday.

### 2. *as it is.*

### 3. *as well*

I teach at another school as well.  
I have a brother as well.  
She studies French as well.

### 4. *so that.* In this Lesson it means *therefore*. Cf. III, 2, Str. 11, where it indicates purpose.

This coal is very smoky, so that everything is becoming black.

### 5. *farms round about.*

The houses (shops, trees, roads, fields) round about.

### 6. *not (of) . . . but (of).*

Their houses are made not of stone but of wood.

It was covered not with cloth but with paper.

### 7. *on duty.*

A policeman was on duty at the cross-roads.  
Who is on duty at school tonight?

Nurses are often on duty night and day.

### 8. *in place of.*

A new teacher came in place of Mr. —.  
There were holes in the wall in place of windows.

### 9. *prefer.*

(a) I prefer this to that.

(b) I prefer —ing to —ing.

(c) I prefer to do this rather than (do) that.

### Past tense:

He preferred to do this rather than that. (It implies that he did this.)

He would rather have done this than that. (It implies that he did that.)

### Exercise A.

He mentioned that

1. . . . their school was . . .
2. . . . he preferred to have his . . .
3. . . . they still kept up . . .
4. . . . he had promised . . .
5. . . . although his sister had been ready and waiting, her friend hadn't called for her.
6. . . . while he was there he would have to have most of his meals . . .
7. . . . he (had) signalled to the policeman that he was going to turn left.
8. . . . they preferred . . .
9. . . . she daredn't . . .
10. . . . he hadn't had . . .

### Exercise B.

1. round.
2. surroundings.
3. all around.
4. round about.
- (around).
5. surrounds.
6. all the year round.
7. around.
8. round.
9. round.
10. surrounded.

### Exercise C.—Possible answers:

1. a smiling face, a fine day, a garden with flowers.
2. a box, a picture, a map.
3. these books.
4. the mountains, the blackboard, the view from the window.
5. a castle, a ruin, the walls of an old city.
6. smoke, an aeroplane, a path on the mountain.
7. a piece of gold, a jewel, a famous old picture.
8. sharpen a pencil without a knife, live without breathing, make some people understand anything.
9. The sun rises; I get up; trains stop at the station.
10. iron, stones, gold.

### Exercise D.

1. She teaches.
2. He is in charge of a post office.
3. He works on a farm.
4. He keeps a shop.
5. He makes sick people well.
6. He studies.
7. He travels on a bus, train, ship, or aeroplane.
8. He carries a message.
9. He translates.
10. He writes poetry.

### DICTATION

I once spent a pleasant weekend in a village with cottages all round the green. From my room in the Star Inn I could see



women drawing water from the well, the postman slowly taking letters round, and fat ducks swimming lazily on a pond. It was all very different from the noisy, rushing life of the city streets. Wherever I looked I could see the unchanging natural beauty of England, the trees surrounding the church, the fields with their flowers, the blue hills in the distance. Fortunately two world wars had left all this as it was, and my heart was glad simply because I was alive and able to enjoy what I could see and hear and feel.

#### COMPOSITION

Let the pupils write a paragraph describing any piece of scenery that they think especially attractive.

Composition at this stage still needs control, but the pupils have been given enough English structure for the expression of all simple ideas. They will probably need new "content" words for any connected piece of original writing they attempt, and these the teacher should supply when asked.

#### A MAP

Ask the pupils to draw a large-scale map of the kind of English village—with some of the surrounding features—described in this lesson.

### LESSON 15

#### A KNOCK AT THE DOOR

##### NEW WORDS

(*nouns*): idea, result, neighbour, audience, rat-tat-tat, fellow, sympathy, thief.

(*adjectives*): regular, serious, true.

(*verbs*): perform, compare, imagine, guess, whisper, trouble, steal, arrest.

DERIVATIVES, PHRASES, etc., from vocabulary already known:  
(*nouns*): **knock, beginning, change, caller, talk, police-station, safe.**

(*adjectives*): **unexpected, unimportant, great** (famous, important), **untrue.**

(*verbs*): **give** (a play), **make up** (a story), **work out** (something), **break down, break into, would you?** (please will you?).

(*other*): **further, furthest, all right** (certainly), **itself**, etc. (emphatic), **before** (in front of).

- knock* (n.). If we knock anything, we give it a knock.
- give a play.* Do a play on the stage. We can say *perform, give, do*, or *act* a play.
- regular.* We do English at the same times each week. We do English at regular hours. The timetable shows us the regular hours for work. We have regular customs, for example, we always have a holiday on Sunday. Regular composition is the usual kind that pupils do in class.
- make it up.* Write it by themselves, not take it from a book. If you make up a story, it will be a new one.
- compare.* Demonstrate by comparing things—This pen is longer than that. This writing is better, that boy is taller, this is harder, etc.
- idea.* When we think, we have ideas. We write our ideas when we do composition. What do you think about that story? What are your ideas about it?  
I had no idea you had three brothers (went to England last year, liked tennis, etc.). = I didn't know . . .
- work it out.* Find the right way to do it.

*beginning; change.*

Nouns.

*result (n.).*

The result is what happens. If you don't take care when crossing a busy street, what is the result? (You get run over.)

*this idea of yours.*

Your idea.

*further.*

Another Comparative of *far*. Farther.

*caller.*

A person who calls at a house.

*imagine.*

Suppose, think. We imagine something that is not real, or that hasn't happened yet.

*guess (v.).*

You don't know, but you say what you think. Guess how many pieces of chalk there are in the box.

*neighbour.*

Somebody who lives near us, especially next door.

*audience.*

The people who listen at a concert, cinema, etc.

*talk (n.).*

He gave us a talk instead of a regular lesson.

*all right.*

Certainly.

*rat-tat-tat.*

The sound of a knock at the door.

*whisper (v.).*

Demonstrate.

*trouble (v.).*

If we ask a person to do something that is not convenient, we trouble him.

*Sorry to trouble you . . .*

I am sorry I must ask you to come with me. If it's not troubling you too much, will you get me some stamps?

Don't trouble to bring it back. I'll call for it.

*Would you . . . ?*

Please will you . . . ?

*police-station.*

Police office.

*fellow.*

Man, boy.



- sympathy.* Kind feeling. Mr. Brown means that Jack does *not* show much sympathy.
- serious.* Important. Mr. Brown meant: "You need not expect any bad result."
- There wasn't any need.* It wasn't necessary.
- thief.* A person who takes what does not belong to him.
- break into.* Get into a house or room through a window, or by breaking the lock of a door, etc.
- steal.* Take what is not one's own.
- arrest.* If the police take a man to the police-station because they think he has done wrong, we say that they arrest him.
- worth stealing.* Good enough, of value enough, to steal.  
This book wasn't worth buying.  
His dictation was so bad it wasn't worth correcting.
- safe (n.).* A strong cupboard, box, etc., for keeping money and important papers in.
- I have no idea.* I don't know at all.

Note that the questions the police asked Mr. Brown must have been—"What time did you leave the office?" "Was the safe locked?" "Do you know this man?"

The normal Indirect forms after *They asked me* would be—They asked me what time I had left the office, whether the safe was locked, whether I knew the man, etc. Mr. Brown, as often in colloquial Indirect Speech, changes Person and Tense but not the Direct word order.

## STRUCTURES

1. (a) *A — of his, yours, etc.*
- (b) *This — of his, yours, etc.* See examples in text.

2. *Sorry to trouble you but . . .*

- . . . can you tell me the way to the station?
- . . . could you give me Mr. Smith's address?
- . . . do you know whose this is?
- . . . do you mind sitting in the other chair?

3. *A lot of sympathy you show.* You don't show much sympathy.

- A lot of work you've done.
- A lot of time he's spent on it.
- A lot of good that will do.
- A lot of help she's given.

4. *There wasn't any need for me to . . .*

5. *Worth stealing.*

- There was nothing worth buying.
- What is worth doing is worth doing well.
- It's not worth troubling about.
- These old clothes are not worth mending.

6. *I've no idea who (what, how, etc.)*

- I've no idea who did it (what he said, how it happened, where he lives, when it arrives).

7. *-self* after a noun or pronoun for emphasis.

- He himself told me. The teacher herself said so. You should find pleasure in the work itself.

Answers to questions on *of mine, of yours, etc.*

1. I lent a book of mine to a neighbour.
2. Is he a friend of yours?
3. I met a brother of his.
4. She told me a plan of hers.
5. We sold him two horses of ours.
6. That is a custom of theirs.
1. What is this story of yours?
2. I hope you will like this poem of mine.
3. What a noise that car of his makes!
4. I can't understand this (that) method of hers.

5. Not much heat comes from this stove of ours.
6. We have great difficulty in learning this language of theirs.

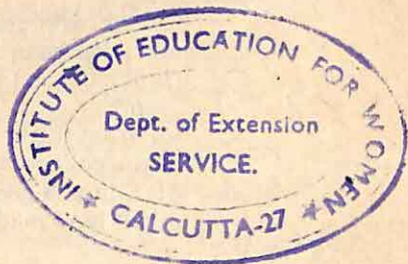
Before doing Exercise D the pupils should be told something of the changes that are made in addition to those in Person and Tense, e.g. *next* may become *the next* or *the following*; *to-morrow* becomes *the next day*; *yesterday* becomes *the day before*; *said*, followed by a command, becomes *told (him to)*; *now* becomes *then*, and *this* may become *that*.  
Note that *must* may remain and be used as a Past Tense instead of *had to* or *ought to* after *said*.

Exercise A.

- 1, 2, 5, 6, 8, 10 are untrue. 3, 4, 7, 9 are true.

Exercise B.

1. Between eight and nine million.
2. More than fifty.
3. About four hours.
4. 186,000 miles a second.
5. 15,782 ft.
6. 1492.
7. 1815.
8. (Let a pupil measure it.)
9. Five.
10. About fifty.



Exercise C.

1. arrested. 2. broke down. 3. true. 4. result. 5. whispered. 6. trouble. 7. regular. 8. compare. 9. neighbours. 10. fellow.

Exercise D.

1. Jack said they were going to give a play at school next (the following) month.
2. George asked him where he would get the story from.
3. Jack answered that they were going to make it up, and the next day they would compare their ideas and choose the best.
4. Mary asked what it was.



5. Mr. Brown said the end must be different from the beginning.

6. Mrs. Brown asked what this (that) idea of his was.

7. Mary told Jack to go on.

8. Jack replied that he didn't want this (that) play of theirs to be a sad one.

9. Mrs. Brown told them to listen. There was somebody coming up the front path then.

10. Mary asked if they had caught him.

#### REPETITION

Instead of giving the pupils dictation to write, give them individually any phrases or sentences from the lesson to repeat after you. Insist on close imitation of your pronunciation and intonation, and on the correct grouping of words.

#### QUESTIONS

(a) Ask who else might have come to the door, and what he or she might have wanted.

(b) What good news might have come in a telegram?

(c) What might have kept Mr. Brown much later at the police-station?

(d) Can you give other ideas for a play that Jack might have made up?

#### A PLAY

Let the pupils act the lesson.

## LESSON 16

### WINNING FREEDOM (1)

#### NEW WORDS

(*nouns*): bar, (in) addition (to), guard (of a prison), Count of Monte Cristo, Dumas, trick, ladder, tunnel, Dickens, tale, century, hut, space, fence, problem, medicine.

*adjectives*): common, suspicious, false.

*(verbs)*: cure, roll.

*(other)*: equally, on guard, suspiciously.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

*(nouns)*: freedom, lock, prisoner-of-war, prison-camp, astonishment, movement, payment, enjoyment, punishment, arrangement, agreement, measurement, cleverness, darkness, greatness, goodness, brightness, eagerness, roughness, blindness, happiness, illness, sadness.

*(adjectives)*: well-known, wonderful, wooden, equal, low (X loud).

*(verbs)*: shut up (confine), break out (of prison), break away, try (test), tie up.

*(other)*: on the part of, up to this time.

*freedom.* The opposite of being in prison.

*to shut up.* To fasten up or lock up in something.

*equal, -ly.* Demonstrate with lines, numbers, squares, etc.  
These lines are equally long.  
English and French are equally difficult.

*break out.* Get out of prison, etc., in some way.

*lock (n.).* Most doors have locks. We fasten a lock with a key.

*bar (n.).* Drawing.

*in addition to.* As well as; and also.

*on guard.* Watching to see that everything is all right, that no one is trying to escape.

*Count (of).* A title. Cf. Lord Byron.

*well-known.* Known to almost everybody. Tell me the name of a well-known newspaper (city, poet, building).

*break away.* Get away from one's enemies.

*astonishment.* If a man is astonished, he is filled with astonishment.

*much to his astonishment.*

It means, "He was very much astonished because . . ."

*tie up.* Fasten up. He was put in the bag, and the bag was tied up. We tie things up with string or rope.

*trick.* A trick is something that is not ordinary or usual. It is unexpected. If you teach a dog to carry something, you are teaching it a trick. If you hide a boy's cap, you are playing a trick on him.

*try.* To try something means to see if you can use it or do it. If that pen won't write, try this. He couldn't get the book he wanted at one shop, so he tried another. If you don't like that hotel, try another.

*false.* The opposite of real or true. False hair, teeth, money.

*ladder.* Drawing.

*common.* Ordinary, usual.

*tunnel.* Drawing. Mention any tunnel that may be known.

*guard.* A man who is on guard.

*tale.* Story.

*prisoner-of-war.* Soldiers who are caught and made prisoner by the enemy.

*prison-camp.* A camp used as a prison.

*century.* A hundred years.

*wonderful.* Strange, unusual, not ordinary.

*cleverness.* A clever person shows cleverness.



<i>on the part of.</i>	In, by, coming from. Success in English needs hard work on the part of the pupil.
<i>wooden.</i>	Made of wood.
<i>hut.</i>	A small house, not strongly built.
<i>space.</i>	There is space between the rows of desks, between my fingers, between the table and the blackboard. An open space is a piece of ground with nothing on it.
<i>fence.</i>	Drawing. We put a fence round a field, a garden, a house. It is usually made of wood or wire or bushes.
<i>movement.</i>	If you move, you make a movement.
<i>up to.</i>	Until.
<i>problem.</i>	Something difficult to do or find an answer to. You do problems in mathematics.
<i>suspicious.</i>	If we are suspicious, we think, but we are no sure, that something wrong is being done. The guards would be suspicious if they saw the prisoners doing anything unusual.

*medicine* ['medsin].

#### STRUCTURES

1. Imperative + and = if-clause + main clause. See Exercise B.  
Put a man in prison, and he will . . .
2. *in addition to.*  
They play tennis in addition to other games.
3. *on guard.*  
He stood on guard at the gate.  
He has been on guard all night.
4. *Not all prisoners are thieves.*  
Not all boys are lazy.  
Not all doctors work in hospitals.  
Not all calendars have pictures.

5. *Much to his astonishment he was . . .*

= He was very much astonished because he was . . .

6. *change . . . (with).*

The prisoner overcame the guard and changed clothes with him.

They changed seats (with each other).

Change places with A——.

7. *on the part of.*

There was a good deal of complaining on the part of the shopkeepers.

The accident was owing to a mistake on the part of the driver.

#### Exercise A.

1. Where did they put a ladder? 2. How long did he stand on guard? 3. What did the prisoners win at last? 4. What kind of coin did the innkeeper say he had been given? 5. When shall I have found the answer to the problem? 6. Why has the bank iron bars across its windows? 7. How did the policeman look at him? 8. What did the horse do? 9. What sort of tale did he tell us? 10. Where are there equal spaces?

#### Exercise C.

1. work out. 2. broke into. 3. break. 4. shut out. 5. make up. 6. shut up; broke out. 7. broken down. 8. breaking away. 9. breaking up. 10. broke away.

#### Exercise D.

1. The 19th. 2. Swift. 3. In London. 4. Canada. 5. Any island name the pupils know. 6. Italian, German, French. 7. A mile. A yard. 8. A hat and a cap. 9. Oars. 10. This watch is no good.

#### DICTATION

Put these sentences into the plural as I dictate them:

1. The man climbed up a ladder.
2. A thief broke into the house.
3. He was filled with astonishment.

4. A doctor can't cure every illness.
5. The guard fell asleep at the entrance to the tunnel.
6. A prisoner-of-war broke out of the prison-camp.
7. He needed all his courage in winning his freedom.
8. My friend helped me with the problem.
9. The porter seized my suit-case.
10. That boy and his sister are equally clever.

#### VERBAL QUESTIONS FOR WRITTEN ANSWERS

Pupils usually need a good deal of practice before they can do this well, perhaps because they have difficulty in keeping the spoken words in mind. Discourage them from making any notes of the questions. Answers should be numbered for convenience in marking. Each question should be given twice for clearness, and should not, of course, contain anything new. The type given after the text in each lesson should be suitable.

#### COMPOSITION

Ask for ideas of how to escape or get away under various conditions, e.g. (a) If you were locked up in a class-room by mistake; (b) from a burning building; (c) from a boat that was sinking; (d) if you were lost in a forest; (e) if you climbed up a tree and couldn't get down; (f) if you met a bear; (g) if you were alone on an island and had no boat; etc.

## LESSON 17

### WINNING FREEDOM (2)

#### NEW WORDS

(*nouns*): spot, coast, metal, engineer, soil, Dane, Denmark, Roman, Spaniard, Spanish.

(*adjectives*): hollow, secret, Danish.



(*verbs*): **hide, fit (over), notice, pretend, support, creep.**

(*other*): **meanwhile, beyond, boldly.**

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): **digger, digging, papers (documents), turn (bend), Londoner.**

(*adjectives*): **unseen, tiring, bold, unusual, undiscovered, daily, steeply, correct, unkind.**

(*verbs*): **take part in, examine, steal away, dig away.**

(*other*): **correctly, in the end, at war with, at first.**

*hollow.*

Anything that is hollow has nothing inside it but air. A tube is hollow. Sometimes an old tree is hollow.

*hide.*

Demonstrate by hiding a piece of chalk and asking a pupil to find it.

*digger.*

Anybody who digs.

*soil.*

The ground in a garden is all soil. We grow things in soil.

*secret (adj.).*

Not known to others.

*in the end.*

At last. After a long time.

*take part in.*

If you play in a game of any kind, you take part in it. Watching something is not taking part in it. If you join others in doing something, you take part in their work or exercise.

*daily.*

Every day. A daily newspaper. The cinema is open daily.

*fit (over).*

Our clothes fit us. Our shoes fit us. You can't wear your father's (mother's) clothes: they are too large; and so they don't fit you. The key fits the lock. We fit shelves into a cupboard.

This cap fits over the end of my pen.

*at first.*

At the beginning.

<i>examine.</i>	Look carefully at something.
<i>spot.</i>	Place. I want to find a quiet spot for my holidays.
<i>notice (v.).</i>	See. If you see something you are not looking for, you notice it. If I spelt a word wrongly on the board, you would notice it.
<i>tiring.</i>	Making a person tired. Digging is tiring work.
<i>pretend.</i>	Demonstrate pretending to eat, drink, wash your hands. Pretend to throw a ball. Pretend you have hurt your leg.
<i>support (v.).</i>	Hold up. The walls of a house support the roof. Your legs support you when you walk.
<i>meanwhile.</i>	During the time we have been talking about.
<i>coast.</i>	Show on map. The land along the edge of the sea.
<i>papers.</i>	If you are in a foreign country, you must have papers to show who you are, where you work, etc.
<i>undiscovered.</i>	Not found.
<i>beyond.</i>	Further than. On the other side, away from you. We can't see what is beyond a mountain.
<i>creep.</i>	If you go on your hands and knees, you creep. A baby creeps before it walks.
<i>steal away.</i>	Go away very quietly and secretly. Can you steal out of this room?
<i>bold, -ly.</i>	Bravely and not secretly. They travelled without trying to hide themselves.
<i>Denmark, Sweden, etc.</i>	Map.
<i>at war with.</i>	Fighting against.

## STRUCTURES

1. *in the end.* In the end he passed (succeeded, finished it, lost everything, got what he wanted).
2. *take part in.* Take part in a game, a play, the work, the exercise.
3. *at first.* At (in) the beginning. See Lesson I, Str. 16.
4. *at war; at peace.*  
The countries were at war for two years.  
After that they were at peace for ten years.
5. *dig away.*  
*Away* implies continued action. Cf. *steal away*, where *away* means *from here*, as in *go away*.  
He worked away at his lessons. She sewed away all the evening.

## Exercise C.—Possible answers:

1. to lift it. 2. to put it. 3. to set off. 4. to take with us.
5. it would take. 6. to choose. 7. to wear. 8. what time to start. 9. to feed it. 10. the baby while she was away.

## Exercise D.

1. at last. 2. At first. 3. first. 4. first. 5. at first; at last.
6. First. 7. First; last. 8. At last; last. 9. first. 10. last.

## DICTATION

A fox once hid in a hollow tree. It was not a good spot to hide in, for the hounds soon got his scent, and he had to steal away. They did not notice which way he had gone, and he crept along by a fence beyond the tree. At last he came to a river and boldly swam across. Meanwhile the hounds went up the bank of the river without being able to find the scent of the fox again. The men who were taking part in the hunt examined the ground, but could see no sign of the fox. In the end, after a tiring day, they went home.

## DRILLS

Use ten other words or phrases in place of those in italics:



- (a) They went on with the *digging*.  
 (b) He pretended he had *hurt his leg*.  
 (c) *Getting out of the camp* was only the first difficulty.  
 (d) More than once they *got into danger*.

## GUIDE WORDS

From any lesson take a paragraph for learning by heart. Dictate it to the class while one pupil writes it on the board. Then let it be read through aloud two or three times. Now close all books. Rub out one word in each line, and let the paragraph be read again. Rub out another word in each line, and let somebody read. Go on until only one word in each line—which should be an important word—is left. Don't rub out any punctuation until the board is entirely cleaned for the last reading. If there is uncertainty at any stage, let the paragraph be repeated more than once.

## LESSON 18

### CHOOSING CHRISTMAS PRESENTS

#### NEW WORDS

(*nouns*): **fortnight**, (Christmas) **card**, **sock**, **size**, **glove**, **cigarette**, **dozen**, **handkerchief**, **fountain-pen**, **ring**, **cushion**, **frame**, **toy**, **parcel**, **telephone**.

(*adjectives*): **particular** (careful in choice), **bent**, **silver**, **joint**.

(*verbs*): **telephone**, **suit**, **match** (in colour, etc.), **shake**, **settle** (finish, agree), **order** (at a shop), **print**, **pour** (out).

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): **bread-and-butter**, **tie**, **spot** (mark, etc.), **pipe** (tobacco), **note-paper**, **suggestion**, **bottle of scent**, **hand-bag**,

sewing-basket, shopping-book, address-book, secret, looks (on their faces), wish, lamp-post.

(verbs): fit on, to have . . . fitted on, to be kept late, we weren't to, break up (school), arrange (v.t.), smoke (a pipe), bend, join in, coming in at, can tell by, hold (a meeting), please.

(other): so long as (provided), not nearly, after all, upon, such as.

*to fit on.* To put on to see if it fits.

*telephone (n. and v.).*

Object or drawing.

To telephone is to speak on the telephone.

*bread-and-butter.*

Bread which has been cut and had butter spread on it.

*we weren't to wait.*

Explain as the reported form of the command "Don't wait for me."

*break up.*

Finish school and begin the holidays.

*fortnight.*

Two weeks. (Fourteen nights.)

*arrange (v.t.).*

Put things in their places.

*card.*

Show a visiting- or other card. Christmas cards are sent in England for December 25th and New Year cards for January 1st.

*Isn't it time . . .*

See II, 22, Str. 13.

*tie (n.).*

Object.

*spot.*

A mark. Usually a round mark. A spot on the wall. An ink-spot. A dog with a black spot on its back.

*to suit.*

A thing suits us if it looks well when we wear it. That hat doesn't suit her. I never wear green: it doesn't suit me.

- socks.* Object.
- so long as.* If. If at the same time.  
Use the examples given later in the lesson.
- size.* If two things have the same measurements, they are the same size. What is the size of this room? It's a large room.  
Those two boys are the same size. Our desks are all the same size. These shoes are too small; I must get a larger size.
- to match.* To be the same or nearly the same colour.
- pipe.* Drawing. (For tobacco.)
- particular.* Careful. He didn't like any kind of pipe. We must be particular about our writing and spelling. Some people are very particular about what they eat.
- smoke (v.).* In English we say that people smoke tobacco; in some countries they say they drink it.
- gloves.* Drawing.  
We wear them on our hands.
- shake.* Demonstrate.  
To shake one's head means "No".
- bend (v.).* Demonstrate by bending a ruler, etc. Draw umbrellas with bent and straight handles.
- cigarette.* Cigarettes are made of tobacco rolled in paper.
- dozen.* Twelve. A dozen eggs. A dozen oranges.  
I bought two dozen pencils.
- handkerchief* ['hæŋkətʃɪf].  
Object.
- fountain pen.* Object.
- It'll have to be.* I shall have to choose.



<i>after all.</i>	After all the talking we have done.
<i>settled.</i>	Decided; agreed; finished.
<i>order (v.).</i>	Ask a shopkeeper to get something for us. Tell a person to do something.
<i>note-paper.</i>	We write letters on note-paper.
<i>to print.</i>	This page is printed, not written. News- papers and books are printed.
<i>ring.</i>	Object.
<i>not nearly.</i>	Not nearly enough.
<i>join in.</i>	If George and Jack put their money together and buy one present with it they join in giving the present.
<i>joint (adj.).</i>	They give a joint present.
<i>suggestion.</i>	If we suggest something, that is a suggestion.
<i>such as.</i>	For example.
<i>scent.</i>	It has a very pleasant smell. It's to put on handkerchiefs, etc.
<i>hand-bag.</i>	A woman carries little things in her hand-bag instead of in a pocket.
<i>sewing-basket.</i>	It's for keeping needles, pins, thread, buttons, etc., in.
<i>shopping-book.</i>	It's for lists of things a woman wants to buy.
<i>address-book.</i>	It's for keeping addresses in.
<i>cushion.</i>	We put a soft cushion on a chair to sit on. It's more comfortable to sit on a cushion than on the hard seat of a chair.
<i>silver.</i>	Show something made of silver.
<i>frame.</i>	Object.
<i>toy.</i>	Small children play with toys. A toy is a plaything—a toy-engine, a toy-dog, motor- car, etc.

*pour out.* Demonstrate.

Here it means to pour the tea out of the tea-pot into the cups.

*secret (n.).*

A secret piece of news or a secret idea is a secret. We keep a secret if we don't tell anybody what we know.

*I could tell.*

I could understand.

*hold a meeting.*

Have a meeting.

*please (v.).*

Make happy, pleased.

*parcel.*

If you wrap paper round something and tie it with string, you make a parcel. We bring parcels home from the shops. If you want to send some books by post, you must make a parcel of them.

#### STRUCTURES

1. *to have a dress fitted on.* See Exercise A.

2. *to be kept late.*

He was kept awake (quiet, happy, locked up, busy).

3. *bread-and-butter.*

Distinct from *bread and butter*.

4. *We weren't to.*

See text with Direct and Indirect forms.

5. *a fortnight on Monday.*

We leave a week (month) on Wednesday (a week or month from next Wednesday).  
We came back a week (month) last Friday (a week or month ending last Friday).

6. *We don't all want to.*

We	don't all want to	get there at the same time
You		wear the same colour
They		read at once
The girls		go to the same place

7. *so long as*.

See examples in text.

8. *after all*.

I chose the red one after all.

They went to Switzerland after all.

After all, why should you complain?

After all, we were very comfortable.

9. *join in*.

Join with some other person(s) in paying for.

We joined in a present for her.

We joined in buying him a watch.

10. *such as*.

There were all kinds of fruit, such as apples, oranges, grapes, etc.

We study a number of subjects, such as English, chemistry, geometry, etc.

11. *coming in at*.

at = through, by.

Why did you come in at the back door?

Look! there's a cat coming in at the window.

The car came in at the gate.

Rain's coming in at the ceiling.

12. *hold a meeting*.

A meeting was held to decide who should be sent.

The teachers will hold a meeting next Friday.

Possible answers to questions with *so long as*:

1. . . . I shall catch the boat.

2. I can translate it . . .

3. They can play with our children . . .

4. . . . it will do.

5. . . . I don't mind who wrote it.

#### Exercise A.

1. cut. 2. cleaned. 3. pulled out *or* drawn. 4. translated.  
5. brushed. 6. sharpened. 7. filled. 8. corrected. 9. cured.  
10. mended.

#### Exercise B.

1. reminded. 2. remind. 3. remember. 4. remember. 5.  
reminded. 6. remember. 7. remind. 8. reminded. 9. Re-  
member. 10. remembering.



### Exercise C.

1. size.
2. after all.
3. fit it on.
4. bent.
5. so long as.
6. upon.
7. such as.
8. particular.
9. suit.
10. not nearly.

### Exercise D.

1. Where's everybody?
2. What kind of tie would he like?
3. What did they give him?
4. Has Mother come back yet?
5. Shall we start now?
6. Would you like to join in giving her a present?
7. What have you decided on?
8. Why was he so pleased?
9. How much money have you?
10. Isn't that enough?

### DICTATION

I thought of all sorts of things to give him as a Christmas present, such as a pair of socks, a pair of gloves, a box of cigarettes, a dozen handkerchiefs, a fountain-pen, some printed notepaper, an address-book, a book of poems by Matthew Arnold—but after all I chose a tie which I knew would suit him. I bought other things for the children, and had a lot of parcels to carry home. On the way I telephoned to the dressmaker to say I hadn't time to go and be fitted on today. It's a fortnight since I ordered the dress, but so long as I can have it a week tomorrow I don't mind.

### QUESTIONS

1. What do you think George, Jack, Mary and Rose found in their parcels on Christmas morning?
2. What would have been a good present to give to Jane? (An apron, some stockings, a box of chocolates, a book.)

### COMPOSITION

Write a letter with the date "Dec. 12th" to a pen-friend in England, and tell him about New Year in this country. (The letter should end with the words suggested in this lesson.)

## LESSON 19

### KEEPING A DIARY

#### NEW WORDS

(*nouns*): diary, drawer, Miss, memory, (a) rubber, frost, rice, pudding, mind, Thompson, Bonneau, Oscar Wilde.

(*adjectives*): private, perfect, polite.

(*verbs*): describe, to be born, bleed, improve.

(*other*): aloud, lately, afterwards, seldom, a.m., p.m.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): pronunciation, noon, midnight.

(*adjectives*): sharp, hard (winter).

(*verbs*): keep (a diary), set (the table), put down (write), address.

(*other*): as follows, by heart, (Hers isn't) either, over and over.

*diary.*

We write things in a diary every day. This is a pocket-diary.

*keep.*

When we have a diary and write in it every day, we say we keep a diary.

*aloud.*

Demonstrate.

*private.*

The opposite of *public*. A private house is for one family; a hotel is for anybody. The Director has a private room. We write private letters to our friends. A diary is private because only the writer reads it.

*lately.*

Not long ago. During the last few days. Have we had fine weather lately?

*describe.*

We describe things when we say what they are like—how big they are, what colour they

are, what they are made of, etc. Describe a table.—It is made of wood; it has four legs and a flat top; it's about 3 ft. high; we use it to put things on, etc.

*afterwards.* Later.

*drawer.* Object.

*to be born.* To begin to live. What is the date of your birthday? You were born on that day.

*as follows.* It means "as it follows"; "like this".

*a.m. p.m.* a.m. shows that the time is in the morning; p.m. in the afternoon. We say 12 *noon* and 12 *midnight*. a.m. is between midnight and noon; p.m. is between noon and midnight.

*bleed.* If you cut your finger, it will bleed.

*sharp.* A knife is sharp when it cuts well; a pencil is sharp when it has a good point.

*too sharp a knife.* A knife that is too sharp.

*Miss.* We use *Mr.* for a man, *Mrs.* for a married woman, and *Miss* for a girl or an unmarried woman.

*learn by heart.* Learn something so that you can say it without looking at the book. We often learn poetry by heart.

*memory.* If we remember things well and don't forget them, we have a good memory.

*rubber.* Object.

*pronunciation.* Note the spelling.

When you pronounce a word, you give the pronunciation of it.

*improve.* You know the word *improvement*. *Improve* means to become better or to make something better.



*perfect.*

If anything is perfect, it can't be better. Is your writing perfect? Is this a perfect classroom? Sometimes we have perfect weather. If your work is perfect you get ten marks.

*Hers isn't, either.* See exercise in text.

It means: "her pronunciation, too, is not perfect."

*polite.*

When a man takes his hat off to a woman, he is polite. If you step aside to let someone pass, you are polite. It's polite to say "Good morning". It's not polite to interrupt people when they are talking.

*a hard winter.* A very cold winter, with a lot of snow.

*will have been spoilt.*

The Passive of the Future Perfect. See exercise in text.

*frost.*

We have frost in winter when everything freezes. Did we have a hard frost last night?

*set the table.*

Get the table ready for a meal.

*rice.*

A kind of grain. It is white. Rice has to be grown in fields covered with water.

*pudding.*

English people often eat some kind of pudding after meat and vegetables. It can be made of many things—rice, milk, flour, fruit, etc.

*put down.*

Write.

*seldom.*

Not often; rarely.

*address (v.).* (in Question 12).

Put the address on.

## STRUCTURES

1. *keep a diary.*

2. *anything that happens that interests you.*

Two adjective clauses qualifying the same word.

Give me anything that comes that is addressed to me.  
Read any story you like that is not too long.  
Any sentence you make that is correct will do.

3. *as follows*.

Note that *follows*, not *follow*, must always be used in this structure, e.g. There are ten names, as follows: Smith, Jones, Brown, . . .

4. *too sharp a knife*.

See Exercise B.

5. *learn by heart*.

6. *Hers isn't, either*.

See sentences in text.

7. The Passive of the Future Perfect.

8. *to set the table*.

9. *Yes*. Disagreeing with a negative statement.

10. *over and over*.

Again and again.

I've told him (She read it) over and over.

Exercise A.

1. meanwhile. 2. further. 3. seldom. 4. hardly. 5. lately.  
6. aloud. 7. wherever. 8. naturally. 9. formerly. 10. afterwards.

Exercise B.

1. . . . in too hot a room. 2. It's much too dangerous a road for cars. 3. It was much too dear a house . . . 4. . . . much too difficult a problem. 5. . . . too exciting a game. 6. It was too important a chance . . . 7. . . . too hard a chair . . . 8. It was too sad a story . . . 9. . . . it was too shallow a pool . . . 10. . . . on too hot a day . . .

Exercise C.

1. sets. 2. sharp. 3. polite. 4. improve. 5. born. 6. private. 7. seldom. 8. drawer. 9. lately. 10. frost.

### Exercise D.

1. The man who saw the accident described it.
2. The rain has not improved the roads.
3. The wind shakes the trees.
4. The cook will order the vegetables.
5. He said a famous doctor had cured him.
6. I'm sure somebody is watching us.
7. I heard that the Director was changing the time-table.
8. Everybody will probably have seen this play.
9. The lamb didn't want the wolf to eat it.
10. I don't think those boys could have done it.

### DICTATION

Give the pupils one new word each from this lesson, and tell them to use it in a sentence. Let pupils with the best sentences dictate them to the class.

### DRILLS

Let ten or more pupils ask and answer the following. The teacher asks the question first, a pupil answers it, and then asks the next boy or girl the same question, e.g.

Teacher: When were you born, A——.

A——: I was born on —— . When were you born, B——?

B——: I was born on —— . When were you born, C——? etc.

Every answer should be different.

(a) When were you born?

(b) What have you been doing lately?

(c) When you went home on Saturday, what did you do afterwards?

(d) What do you seldom do?

(e) Describe a bus. (Let each pupil ask for something different to be described.)

### COMPOSITION

Write a diary of one day in your life.

(The teacher should treat anything written here as confidential.)



## LESSON 20

### A WALK ALONG THE CLIFFS

#### NEW WORDS

(*nouns*): cliff, Yorkshire, thunder, flash, lightning, passage, leather, (in that) case, amount, reward, John, Macbeth, Wendy, Shakespeare.

(*adjectives*): curious (wanting to know), narrow.

(*verbs*): intend, admire, repair, slip, search, earn.

(*other*): indeed, gently, faintly, occasionally, firmly, cautiously, clearly (plainly), in that case.

DERIVATIVES, PHRASES, etc., from vocabulary already known:

(*nouns*): sea-bird, look (glance), whisper, description, jeweller, jewellery, unwillingness.

(*adjectives*): wet through, breathless, clear (plain), gentle faint (sound), cautious, firm (voice, mind), valuable.

(*verbs*): pack . . . up, race (go quickly), come up (of wind), run for, disappear, feel (grope), disobey, discontinue, disbelieve, disagree, dislike, displease.

(*other*): at the foot of, somehow, downwards, under (less than), regularly, upwards, the . . . the, it doesn't matter.

*cliffs.* High, steep rocks, usually near the sea.

*Yorkshire.* Show on map.

*pack up.* Make into a parcel.

*indeed.* Certainly; really.

*gentle, gently.* A sound is gentle when it is not loud or rough. A gentle voice, a gentle knock at the door, a gentle wind.

*faint, faintly.* Not strong; a faint sound is one that can just be heard.

<i>occasionally.</i>	Sometimes.
<i>raced.</i>	Ran quickly.
<i>intend.</i>	Plan. I intend to go to the seaside this summer. What do you intend to do this evening, A——?
<i>admire.</i>	See and feel how beautiful or good or strong, etc., something is. We admired his courage. I admire him because he always works hard. We admired him for his hard work.
<i>come up.</i>	Clouds, a wind, a storm come up.
<i>thunder.</i>	We hear it amongst the clouds. The heavy rain that comes with it is a thunder-storm.
<i>wet through.</i>	Wet through all our clothes; wet to the skin.
<i>run for.</i>	Run to get into the old house. We run for a bus.
<i>somehow.</i>	In some way.
<i>lightning.</i>	Draw. We see bright lightning in the sky before the thunder comes.
<i>flash.</i>	A sudden light, that comes and goes in a moment.
<i>repair.</i>	Mend.
<i>slip.</i>	Demonstrate. It's easy to slip on ice.
<i>curious.</i>	Eager to know or learn something.
<i>narrow.</i>	Not wide. A narrow road, path, street, shelf.
<i>passage.</i>	A narrow way between walls. This door opens into a passage.

*firm, -ly.* Demonstrate by speaking firmly:  
No, I will not. Begin at once. Stop talking,  
A——.  
A firm voice, reply, answer.

*the sooner the better.*  
The is an adverb of degree. See Str. 4 for Adv.  
Clause.

The quicker (earlier, stronger, larger, etc.)  
the better.

“What time shall I come?” “The earlier  
the better.”

*look (n.).* If we look at something, we have a look at it.

*disappear.* Go out of sight.

*whisper (n.).* When we whisper, we speak in a whisper.

*feel (round).*

Demonstrate.

Find one's way or look for things in the dark  
by touching what comes near. He felt his  
way to the door. In a thick fog, people  
sometimes have to feel their way along. He  
felt in his pocket to see if he had any money.

*leather.* Your shoes are made of leather. Leather is  
made from the skins of animals.

*keep out of sight.*

Stay where one can't be seen.

*breathless.* Breathing very quickly; out of breath.

*cautious, -ly.* Very careful; avoiding danger.

*keep an eye on.* Watch.

*downwards.* Down in the direction of the sea.

*It doesn't matter.*

It's not important.

“I'm sorry I forgot to tell you.” “Never  
mind, it doesn't matter.”



<i>clear, -ly.</i>	Easy to see.
<i>come into view.</i>	Appear.
<i>description.</i>	If we describe something, we give a description of it.
<i>jeweller.</i>	A man who sells jewels, gold and silver things, etc.
<i>in that case.</i>	If those are the conditions; if that is true; if that is what happened; if that is so.
<i>search.</i>	We search a room, a house, a person, etc., to see what we can find. We search for a thing = We look for it. We searched everywhere (for it).
<i>amount.</i>	A number of; a lot of.
<i>valuable.</i>	Having much value.
<i>jewellery.</i>	Don't teach the other spelling of <i>jeweller</i> , <i>jewellery</i> , here. All kinds of jewels.
<i>under a week.</i>	Less than a week.
<i>reward (n.).</i>	What is given to a person because he has done a good action, or done something well. The opposite of <i>punishment</i> .
<i>earn.</i>	Get for work, etc. Most men work, and so earn money to live on.

## STRUCTURES

1. *wet through.*

2. *run for.*

We ran for the bus, for shelter. We ran for home when the man ran after us. We ran for it = We ran away (to escape something).

3. *by the time.*

*when* is understood after *time*, thus introducing an adjective clause.

4. *the . . . the . . .*

The sooner the better.

The harder you work, the greater your success.

The more I hear it, the less I like it.

In the two last, we have an Adv. Clause of Proportion followed by the main clause. See

Lesson 8, str 4.

5. *keep out of sight.*

6. *keep an eye on.*

7. *It doesn't matter.*

It doesn't matter where you go (what you say, how you do it, when you did it, how long it takes, if you can't afford it).

8. *come into view.*

9. *in that case.* If that is so.

10. *under a week.*

In under an hour, a day, a month, a year.

*A Telegram.*

Let this be read and understood, but it is better not to ask the pupils to write telegrams or any other forms of abbreviated English at this stage. It only encourages them to omit Articles, etc., in normal English.

Exercise A.

Three Girls on a Holiday. Going down a Well. What June Found. Stolen Jewellery, etc.

Exercise B.

The waves breaking. Sea-birds calling. Other birds singing. The wind. The voices of one's friends. One's footsteps. Thunder. A fisherman shouting. A stone falling. A train in the distance.

Exercise C.

1. spoken louder. 2. taken a raincoat. 3. looked at him carefully. 4. walked where there was no ice. 5. I had had a

candle. 6. we had gone some other way. 7. he had taken them earlier. 8. he had kept awake. 9. had given her something else. 10. had read it in English.

#### Exercise D.

1. (a) come to school. (b) go to the cinema.
5. shoes, watches, bicycles, roads.
6. a shady corner, a smoky city, a faultless composition, a leafless tree, a cloudless sky, keen sight.
7. valuable jewellery, (in the) open air, a human being, a wild animal, (in) ancient times, a narrow track.
8. answer firmly, look out cautiously, see clearly, speak gently, spring suddenly, fight bravely.
9. When they want to send a message as quickly as possible and it's not possible to telephone, e.g. when there has been an accident, when one can't reach a place at the time one is expected, etc.
10. skins, flour, grapes, milk and sugar, etc., milk.

#### DICTATION

If you go out when black clouds are coming up, you may get caught in a thunder-storm and get wet through. It is dangerous to shelter under a tree, because trees are often struck by lightning.

Jewellers' shops are sometimes broken into, and valuable jewellery is stolen. Then the police have to search for the thief, and if they have a description of him, they can usually find him and arrest him.

My mother told me firmly that I must have my shoes repaired with good leather.

She felt her way cautiously along the narrow passage, but she thought she heard a faint whisper and was afraid to go any further.

#### DRILLS

Finish the following in various ways:

They set off, promising . . .

They talked of . . .

It's so much pleasanter here than . . .



I wish we hadn't to . . .  
They stayed there for a while to . . .  
We shall get wet through if we don't . . .  
They tried to persuade her not to . . .  
She was curious to know . . .  
It doesn't matter if . . .

### COMPOSITION

Write out the story that the girls told at the police-station. Let all three girls speak.

## LESSON 21

### REVISION

THE words *boatman* and *seriously*, both derivatives, are used for the first time in this lesson. The Perfect Participle, Active and Passive, is also introduced, and the Perfect Participle Continuous.

It is not important that the pupils should be able to identify and name all the English tenses, but that they should be able to use them in right situations. Automatically correct use can only come through unconscious memory of what has been heard and read.

#### Exercise A.

(a) 1. The Present Continuous. 2. The Simple Present. 3. The Simple Past. 4. The Past Continuous. 5. The Simple Future. 6. The Simple Future Continuous. 7. The Present Perfect. 8. The Past Perfect. 9. The Future Perfect. 10. The Present Perfect Continuous. 11. The Past Perfect Continuous. 12. The Future Perfect Continuous.

(b) The Passive Voice of: 1. The Present Perfect. 2. The Simple Past. 3. The Past Perfect. 4. The Future Perfect. 5. The Past Continuous. 6. The Present Continuous. 7. The Simple Present. 8. The Simple Future.

Not used in the Passive Voice: The Simple Future Continuous and the three Continuous Perfect Tenses.

Exercise B.—Possible answers:

1. before next week.
2. unless they played harder.
3. a fortnight.
4. history.
5. they had lost the key.
6. they stayed out late.
7. will interest them.
8. at such a speed.
9. has no teeth.
10. in a hat like that.

Exercise C.—Possible answers:

1. a visitor came.
2. he had sat there much longer.
3. somebody has been helping her.
4. a dictionary.
5. he left home.
6. he walked away.
7. the bridge was unsafe.
8. to the Director.
9. so late at night.
10. the sea had been rough.

Exercise D.—Possible answers:

1. an enemy.
2. we had known it was here.
3. before now.
4. if he hadn't warned you.
5. into the forest.
6. to grow rice.
7. discovered . . . 1492 . . . round.
8. in the newspapers.
9. have lost it.
10. he had been taken to hospital.

Exercise E.—Possible answers:

1. the car.
2. the crowd.
3. trees.
4. more correct.
5. little light.
6. became ill.
7. to escape.
8. returned home.
9. not sing.
10. across the valley.

Exercise F.

The Perfect Participle has not been used in any of the lessons. Teach it as a new structure, comparing it with the Present Participle.

Answers to exercises under (a) and (b):

1. Having been repaired.
2. having disobeyed.
3. Having kept.
4. Having shopped.
6. Not having been noticed.
7. Having worked out.
8. . . . , having been.
9. Having been reminded.
10. Having fried.

- (c) 1. Having been driving. 2. Having been hunting. 3. Having been walking. 4. Having been smoking too much, he . . . 5. The children, having been looking . . .

Exercise G.

1. I think.
2. went to sleep.
3. thinking about them and longing for them.
4. outside.
5. I walk.
6. Every day.

7. as you can. 8. everywhere. 9. stopped. 10. prefer to.  
 11. it was too difficult for him to. 12. If we had no libraries.  
 13. I am almost certain that. 14. one after the other as you  
 sit. 15. do all the work the others have done. 16. on to the  
 ship. 17. Usually. 18. Be careful not to. 19. next Tuesday  
 (if today is Tuesday). 20. slow at learning. 21. Probably.  
 22. too. 23. must not. 24. although I tried to remember.  
 25. so that you can say it again without the book. 26. We  
 use *either* instead of *also* after *not*. 27. *The* is an adverb. If  
 you work harder, you will finish sooner. If you work very  
 hard, you will finish very soon.

#### Exercise H.

1.  $9\frac{1}{2}$ . 2.  $11\frac{3}{4}$ . 3.  $7\frac{5}{8}$ . 4.  $18\frac{3}{5}$ . 5.  $1\frac{1}{24}$ . 6.  $42\frac{9}{16}$ .  
 7. 11,293,087. 8. 6. 9. £9:14:3. 10. 7. 5. 51.

#### Exercise J.

1. including. 2. among. 3. above. 4. except. 5. accord-  
 ing to. 6. beside. 7. owing to. 8. beyond. 9. upon.  
 10. before.

#### Exercise K.—Possible answers:

1. The teacher moved aside. 2. I can hear what he says.  
 3. He passed me. 4. The wind was very strong. 5. We had  
 breakfast early. 6. The teacher gave us. 7. Leave it. 8. They  
 go. 9. I'll lend it to you. 10. It was dark.

#### STRUCTURES

1. The Perfect Participle, Active and Passive.
2. The Perfect Participle Continuous.



## VOCABULARY

(The number refers to the lesson in which the word first appears)

### A

a.m., 19 ['ei 'em]  
 about (=here and there), 2  
     [ə'baʊt]  
 above, 5 [ə'baʊv]  
 abroad, 6 [ə'brɔ: d]  
 absent (adj.), 10 ['æbsənt]  
 accident, 4 ['æksɪdənt]  
 according to, 8 [ə'kɔ: dɪŋ tu]  
 act (to work, 9; perform a  
     play, THB, 15) [ækt]  
 action, 11 ['ækʃən]  
 (in) addition (to), 16 [ə'dɪʃən]  
 address (v.) (a letter), 19  
     [ə'dres]  
 address-book, 18 [ə'dres buk]  
 admire, 20 [əd'maɪə]  
 advice, 2 [əd'vaɪs]  
 afford, 6 [ə'fɔ: d]  
 (I'm) afraid (=think), 3  
     [ə'freɪd]  
 African (n. and adj.), 9 ['æfri-  
     kən]  
 after (=behind), 1 ['ɑ: ftə]  
 after all, 18 ['ɑ: ftər 'ɔ: l]  
 afterward, 5 ['ɑ: ftəwəd]  
 afterwards, 19 ['ɑ: ftəwədz]  
 agree, 12 [ə'gri:]  
 agreement, 16 [ə'gri: mənt]  
 aim (v.), 9 [eɪm]  
 airless, 4 ['eələs]  
 airy, 2 ['eəri]  
 Albert Hall, 2 ['ælbət 'hɔ: l]

Alfred, 2 ['ælfred]  
 algebra, 13 ['ældʒɪbrə]  
 alike, 14 [ə'laɪk]  
 alive, 4 [a'laɪv]  
 all (unknown to), 12 [ɔ: l 'ʌn  
     'noun tu]  
 all around, 1 [ɔ: l ə'raʊnd]  
 all right (=certainly), 15 ['ɔ: l  
     'raɪt]  
 all the year round, 14 [ɔ: l ðə  
     jə: 'raʊnd]  
 allow, 6 [ə'laʊ]  
 alone, 8 [ə'loun]  
 aloud, 19 [ə'laʊd]  
 Alps, 8 [ælpz]  
 already, 6 [ɔ: l'redɪ]  
 among, 3 [ə'mʌŋ]  
 amongst, 7 [ə'mʌŋst]  
 amount (n.), 20 [ə'maʊnt]  
 ancient, 6 ['eɪnfənt]  
 apologize, 12 [ə'pɒlədʒaɪz]  
 are to, 18 [ɑ: tu]  
 arithmetic, 8 [ə'riθmɪtɪk]  
 armed, 9 [ɑ: md]  
 armour, 11 ['ɑ: mə]  
 army, 6 ['ɑ: mi]  
 Arnold, 18 ['ɑ: nld]  
 around (prep.), 1, (adv.), 14  
     [ə'raʊnd]  
 arrange (v.t.), 18 [ə'reɪndʒ]  
 arrange to, 2  
 arrest (v.), 15 [ə'rest]  
 arrive, 9 [ə'raɪv]

arrow, 1 [ˈærou]  
 as follows, 19 [əz ˈfə louz]  
 as it is, 14 [əz (æz) it iz]  
 as though (if), 3 [əz ˈðou (if)]  
 as usual, 12 [əz ˈju: zuəl]  
 as well (= also), 14 [əz ˈwel]  
 astonish, 2 [əsˈtɒnɪʃ]  
 astonishment, 16 [əsˈtɒnɪf-  
 mənʃ]  
 at first, 17 [ət ˈfə: st]  
 at last, 1 [ət ˈlɑ: st]  
 at war with, 17 [ət ˈwɔ: wiθ]  
 attack (v.), 1 [əˈtæk]  
 attempt (n.), 7 [əˈtem(p)t]  
 audience, 15 [ˈɔ: djəns]  
 avoid, 4 [əˈvɔɪd]  
 away (= continued action), 17  
 [əˈwei]

## B

back (n.) (X front), 5 [bæk]  
 badly (= very much), 6 [ˈbædli]  
 bank, 13 [bæŋk]  
 Bank Holiday, 13 [ˈbæŋk  
 ˈhɛlɪdi]  
 bar (of iron, etc.), 16 [bɑ:]  
 battle (n.), 11 [ˈbætl]  
 bear (n.), 3 [beə]  
 bear, *bore*, *borne* (1. = carry.  
 2. = endure), 11 [beə, bɔ:,  
 bɔ: n]  
 beat, *beat*, *beaten*, 9 [bi: t,  
 ˈbi: tɪn]  
 beauty, 7 [ˈbjʊ: ti]  
 bedding, 7 [ˈbedɪŋ]  
 before (= in front of), 15 [bi-  
 ˈfɔ:]  
 beginning (n.), 15 [biˈɡɪnɪŋ]  
 Belgium, 11 [ˈbeldʒ(i)əm]  
 believe, 11 [bi ˈli: v]  
 bend (n.), 6 [bend]  
 bend, *bent*, *bent*, 18 [bend, bent]

beside, 9 [biˈsaɪd]  
 beyond, 17 [biˈjɒnd]  
 bicycle (n.), 4, (v.), 13 [ˈbaɪsɪkl]  
 bit (= piece), 3 [bɪt]  
 (Mt.) Blanc, 8 [mɔ: ˈblɑ: ŋ]  
 bleed, *bled*, *bled*, 19 [bli: d,  
 bled]  
 blindness, 16 [ˈblaɪndnəs]  
 (on) board, 11 [ɒn ˈbɔ: d]  
 boatman, 21 [ˈbəʊtmən]  
 bold, -ly, 17 [ˈbəʊld, -li]  
 bomb (n. and v.), 11 [bɒm]  
 Bonneau, 19 [bɒno]  
 bony, 2 [ˈbəʊni]  
 (to be) born, 19 [bɔ: n]  
 both... and, 6 [bəʊθ... ənd]  
 bottom, 9 [ˈbɒtəm]  
 bow (and arrow), 1 [bəʊ]  
 Boxing Day, 13 [ˈbɒksɪŋ dei]  
 brave, 6, -ly, 9 [ˈbreɪv, -li]  
 bread-and-butter, 18 [ˈbredən  
 ˈbʌtə]  
 break away (from somebody),  
 16 [ˈbreɪk əˈwei]  
 break down (v.), 15 [ˈbreɪk  
 ˈdaʊn]  
 break into, 15 [ˈbreɪk ˈɪntu]  
 break out (of prison), 16  
 [ˈbreɪk ˈaʊt]  
 break up (school), 18 [ˈbreɪk  
 ˈʌp]  
 break (it) up, 11 [ˈbreɪkɪt ˈʌp]  
 breath, 5 [breθ]  
 breathe, 5 [bri: ð]  
 breathless, 20 [ˈbreθləs]  
 bright, 2 [braɪt]  
 brightness, 16 [ˈbraɪtnəs]  
 British, 2 [ˈbrɪtɪʃ]  
 brush (n. and v.), 10 [brʌʃ]  
 building (= house, etc.), 2  
 [ˈbɪldɪŋ]  
 bullet, 9 [ˈbulɪt]

burn, *burnt*, *burnt*, 11 [bə: n,  
bə: nt]  
bury, 6 ['beri]  
bushy, 2 ['bʊʃi]  
but (= except), 13 [bʌt]  
by heart, 19 [baɪ 'hɑ: t]  
by himself (itself, etc. = alone;  
without help), 10 [baɪ  
him'self]  
Byron, 16 ['baɪrən]

## C

cage, 3 [keɪdʒ]  
call (= waken), 14 [kɔ: l]  
call (n. = a cry), 5  
caller, 15 ['kɔ: lə]  
Cambridge, 12 ['keɪmbɪdʒ]  
camel, 3 ['kæməl]  
Canada, 2 ['kænədə]  
can't help, 8 ['kɑ: nt 'help]  
card (Christmas), 18 [kɑ: d]  
(take) care, 4 [keə]  
careless, 4 ['keələs]  
carriage, 4 ['kærɪdʒ]  
cart, 1 [kɑ: t]  
(in that) case, 20 [keɪs]  
castle, 8 ['kɑ: sl]  
catch up with, 9 ['kætʃ 'ʌpwiθ]  
cautious, -ly, 20 ['kɔ: ʃəs, -li]  
Cavell, 11 ['kævəl]  
centime, 8 ['sɑ: nti: m]  
central, 9 ['sentrəl]  
century, 16 ['sentʃuri]  
certain (= some, a certain  
one), 4 ['sə: tən]  
certain (= sure), 7  
(for) certain, 7  
certainly, 9 ['sə: tnlɪ]  
chain (n.), 1 [tʃeɪn]  
chain (up), 8  
change (n.), 15, (v.), 14  
[tʃeɪndʒ]

change clothes with, 16  
[tʃeɪndʒ kləʊðz wiθ]  
chase (v.), 12 [tʃeɪs]  
chemistry, 13 ['kemɪstri]  
chief (n.), 9 [tʃi: f]  
childless, 4 [tʃɪldləs]  
Chillon, 8 ['ʃi: lɔ: n]  
Christmas, 8 ['krɪsməs]  
Christmas-box, 13 ['krɪsməs  
bɒks]  
church, 14 [tʃə: tʃ]  
churchyard, 14 [tʃə: tʃ 'jɑ: d]  
cigarette, 18 [sɪgə'ret]  
clear, -ly (plain), 20 [kliə, -li]  
clever, 13 ['klevə]  
cleverness, 16 ['klevənəs]  
cliff, 20 [klɪf]  
climate, 6 ['klaɪmɪt]  
climb (n.), 7 [klaɪm]  
climber, 7 ['klaɪmə]  
close (v.), 10 [kləʊz]  
close (adj.), -ly, 12 [kləʊs, -li]  
cloth, 9 [klɒθ]  
cloudless, 4 ['klaʊdləs]  
club (society), 14 [klʌb]  
coast (n.), 17 [kəʊst]  
collect (v.), 8 [kə'lekt]  
coloured, 9 ['kɒləd]  
come up (of wind, a storm,  
etc.), 20 ['kʌm 'ʌp]  
come up with, 12 ['kʌm 'ʌp  
wiθ]  
common (adj.), 16 ['kɒmən]  
condition, 7 [kən'dɪʃən]  
conquer, 6 ['kɒŋkə]  
continue, 7 [kən'tɪnju:]  
convenient, 12 [kən'vi: njənt]  
correct (v.), 13 [kə'rekt]  
correct, -ly, 17 [kə'rekt, -li]  
Count (title), 16 [kaʊnt]  
courage, 5 ['kʌrɪdʒ]  
course (for a race), 12 [kɔ: s]



cover (v.), 6 ['kʌvə]  
 creep, *crept*, 17 ['kri:p, krepʃ]  
 cross-country, 12 ['krɒs 'kʌn-  
 tri]  
 cross-roads, 4 ['krɒs rəʊdz]  
 crowd (n. and v.), 2 ['kraʊd]  
 crowded, 2 ['kraʊdɪd]  
 crown (n.), 14 ['kraʊn]  
 cure (v.), 16 ['kjʊə]  
 curious (wanting to know), 20  
 ['kjʊəriəs]  
 cushion, 18 ['kʊʃən]  
 custom, 13 ['kʌstəm]

## D

daily, 17 ['deɪli]  
 dance (v.), 14 [dɑ: ns]  
 dancing (n.), 14 ['dɑ: nsɪŋ]  
 Dane, 17 [deɪn]  
 danger, 4 ['deɪndʒə]  
 Danish, 17 ['deɪnɪʃ]  
 dare (anom. fin.), 5 [deə]  
 darkness, 16 ['dɑ: knəs]  
 Darling, 11 ['dɑ: lɪŋ]  
 day after day, 4 ['deɪ ɑ: ftə 'deɪ]  
 dead (adj.), 4 [ded]  
 (a great) deal, 2 [di: l]  
 death, 4 [deθ]  
 decide, 3 [di'saɪd]  
 defeat (v.), 11 [di'fi: t]  
 Denmark, 17 ['denmɑ: k]  
 depth, 1 [depθ]  
 describe, 19 [dis'kraɪb]  
 description, 20 [dis'kripʃn]  
 diary, 19 ['daɪəri]  
 Dickens, 16 ['dɪkɪns]  
 die, 4 [daɪ]  
 difference, 1 ['dɪfrəns]  
 dig away, 17 ['dɪg ə'weɪ]  
 digger, digging, 17 ['dɪgə,  
 -ɪŋ]

direction, 12 [di'rekʃn]  
 Director (of school), 13 [di-  
 'rektə]

disagree, 20 [dɪsə'gri:]  
 disappear, 20 [dɪsə'piə]  
 disappointed, 3 [dɪsə'pɔɪntɪd]  
 disbelieve, 20 [dɪsbi'li: v]  
 discontinue, 20 [dɪskən'tɪnju]  
 discover, 11 [dɪs'kʌvə]  
 dislike, 20 [dɪs'laɪk]  
 disobey, 20 [dɪsəu'bei]  
 displease, 20 [dɪs'pli: z]  
 distance, 2 ['dɪstəns]  
 ditch, 12 [dɪtʃ]  
 doctor, 13 ['dɒktə]  
 dot (n.), 7 [dɒt]  
 downhill, 6 ['daʊn'hɪl]  
 downwards, 20 ['daʊnwədz]  
 dozen, 18 ['dʌzn]  
 draw (pull), 4 [drɔ:]  
 draw (water), 14  
 drawer, 19 ['drɔ: ə]  
 drink (n.), 1 [drɪŋk]  
 drive (n. and v.), *drove, driven*,  
 4 [draɪv, drouv, 'drɪvn]  
 drive out, 11 ['draɪv 'aʊt]  
 drop (v.), 12 [drɒp]  
 drum (n.), 9 [drʌm]  
 dry up, 6 ['draɪ 'ʌp]  
 duck (n.), 2 [dʌk]  
 Dumas, 16 ['dju: mɑ:]  
 dustless, 14 ['dʌstləs]  
 duty, 11 ['dju: ti]  
 (on) duty, 14

## E

eager, 3 ['i: gə]  
 eagerness, 16 ['i: gənəs]  
 earn, 20 [ə: n]  
 earth (=ground, 5; =the  
 world, 8) [ə: θ]  
 Easter, 13 ['i: stə]

eastern, 6 ['i: stən]  
 edge (n.), 6 [edʒ]  
 educated, 8 ['edʒukeitid]  
 effort, 7 ['efət]  
 Egypt, 6 ['i: dʒipt]  
 (. . . isn't), either, 19 ['aiðə]  
 elder, -est, 8 ['eldə, -ist]  
 electric, 14 [i'lektrik]  
 elephant, 3 ['elifənt]  
 elephant-rifle, 9 ['elifənt raɪfl]  
 emperor, 1 ['empərə]  
 (in the) end, 17 [end]  
 enemy, 5 ['enimi]  
 engineer, 17 [endʒi'niə]  
 enjoyment, 16 [en'dʒɔimənt]  
 enter, 9 ['entə]  
 entrance (to Zoo, etc.) 3  
 ['entrəns]  
 equal, equally, 16 ['i: kwəl, -li]  
 escape (n.), 9 [is'keɪp]  
 Europe, 6 ['juə rəp]  
 even if, 2 ['i: vn ɪf]  
 Everest, 7 ['evərɪst]  
 everyday (adj.), 11 ['evri'dei]  
 everyone, 3 ['evriwʌn]  
 exactly, 13 [eg'zæktli]  
 examine, 17 [eg'zæmin]  
 example, 1 [eg'zɑ: mpl]  
 except, 6 [ek'sept]  
 (in) exchange (for), 9 [eks-  
 'tʃeɪndʒ]  
 excited, 9 [ek'saitɪd]  
 excitement, 11 [ek'saitmənt]  
 exercise (physical), 12 ['eksə-  
 saɪz]  
 experience (n.), 12 [eks'piəri-  
 əns]  
 explain, 13 [eks'pleɪn]  
 explore (v.), -r (n.), 9 [eks-  
 'plɔ:, -rə]  
 exploring, 9 [eks'plɔ: rɪŋ]  
 extra (adv.), 4 ['ekstrə]

## F

face (n.), 1, (v.), 11 [feɪs]  
 faint, -ly (of sound), 20  
 ['feɪnt, -li]  
 fall asleep, 1 ['fɔ: l ə'sli: p]  
 false, 16 [fɔ: ls]  
 far (adj.), 3 [fɑ:]  
 far and wide, 5 ['fɑ: rən 'waɪd]  
 farm (n.), THB, 14 [fɑ: m]  
 farmer, 6 ['fɑ: mə]  
 farm-house, 12 ['fɑ: m 'haus]  
 fast (of watch), 6 [fɑ: st]  
 fatherless, 4 ['fɑ: ðələs]  
 faultless, 4 ['fɔ: ltləs]  
 faulty, 2 ['fɔ: lti]  
 fear (v.), 5 [fiə]  
 feed (v.), 3 [fi: d]  
 feed on, 4  
 feel (grope), 20 [fi: l]  
 fellow, 15 [feləu]  
 fence (n.), 16 [fens]  
 fight (v. and n.), 1 [faɪt]  
 fighting, 9 ['faɪtɪŋ]  
 find out, 3 ['faɪnd 'aʊt]  
 find that, 1 ['faɪnd ðət]  
 fire (a gun), 9 [faɪə]  
 firm, -ly (of voice, mind), 20  
 [fə:m, -li]  
 first (adv.) (in order), 1 [fə: st]  
 (at) first, 17  
 first-class (adj.), 12 ['fə: st  
 'klɑ: s]  
 fishy, 2 ['fɪʃi]  
 fit (over), 17 [fɪt]  
 fit on, 18  
 flash (n.), 20 [flæʃ]  
 flesh, 5 [fleʃ]  
 flight (flying), 5 [flaɪt]  
 fog, foggy, 2 [fɒg, -i]  
 (as) follows, 19 [əz 'fɒləʊz]  
 foot (bottom), 20 [fʊt]  
 footstep, 8 [fʊtstɛp]

for (conj.), 5 [fɔ:]  
 for certain, 7 [fə 'sə: tɪn]  
 for example, 1 [fəɪ eg'zɑ: mpl]  
 forest, 5 ['fɒrɪst]  
 form a habit, 4 ['fɔ: mə 'hæbɪt]  
 formerly, 14 ['fɔ: mɒli]  
 fortnight, 18 ['fɔ: tnaɪt]  
 fortunately, 14 ['fɔ: tʃənətli]  
 forward, 2 ['fɔ: wəd]  
 fountain pen, 18 ['fauntɪn  
 'pen]  
 fox, 12 [fɒks]  
 frame, 18 [freɪm]  
 franc, 8 [fræŋk]  
 free (at liberty), 3 [fri:]  
 freedom, 16 ['fri: dəm]  
 freeze, *froze*, *frozen*, 11 [fri: z,  
 frouz, 'frouzn]  
 friendly, 9 ['frendli]  
 (in) front, 12 [frʌnt]  
 frost, 19 [frɒst]  
 -ful, 7 [ful]  
 fun, 8 [fʌn]  
 further, -est, 15 [fə: ðə, -ɪst]

## G

gate, 12 [geɪt]  
 gather (pull), 6 ['gæðə]  
 general (adj.), 14 ['dʒenrəl]  
 Geneva, 8 [dʒi'ni: və]  
 gentle, -tly, 20 ['dʒentl, -tli]  
 geometry, 13 [dʒi'ɒmitri]  
 get (receive), 13 [get]  
 get (knocked down), 2  
 get (him) on to, 1  
 get ready, 1  
 give (a play), 15 [gɪv]  
 glasses (for eyes), 1 ['glɑ: siz]  
 glove, 18 [glʌv]  
 go after (chase, hunt), 5 ['gou  
 'ɑ: ftə]  
 go off (away), 2 ['gou 'ɔf]

go to sleep, 1  
 goat, 5 [gəʊt]  
 God, 14 [gɒd]  
 gold, 14 [gəʊld]  
 Good Friday, 13 ['gud 'fraɪdi]  
 goodness, 16 ['gudnəs]  
 Grace (Darling), 9 [greɪs]  
 grain (corn), 6 [greɪn]  
 grammar, 13 ['græmə]  
 grape, 1 [greɪp]  
 grave (n.), 8 [greɪv]  
 great (very much, large, 1;  
 famous, important, 15)  
 [greɪt]  
 greatness, 16 ['greɪtnəs]  
 Greece, 6 [gri: s]  
 Greek, 6 [gri:k]  
 green (of village), 14 [gri: n]  
 grow up, 2 ['grou 'ʌp]  
 guard (of a prison), 16, [gɑ: d]  
 (on) guard, 16  
 guess (v.), 15 [ges]  
 Gulliver, 1 ['gʌlɪvə]  
 gun, 9 [gʌn]

## H

habit, 4 ['hæbɪt]  
 handbag, 18 ['hænd bæɡ]  
 handful, 12 ['hændful]  
 handkerchief, 18 ['hæŋkətʃɪf]  
 handle, (n.), 10 ['hændl]  
 happiness, 16 ['hæpɪnəs]  
 hard (winter), 19 [hɑ: d]  
 hard-boiled, 13 ['hɑ: d 'bɔɪld]  
 hardly, 7 ['hɑ: dli]  
 hare, 12 [heə]  
 hatless, 4 ['hætləs]  
 headmaster, 13 ['hed 'mɑ: stə]  
 heap (n.), 6 [hi: p]  
 heart, 5 [hɑ: t]  
 (by) heart, 19  
 heat (n.), 12 [hi: t]



height, 7 [hait]  
 helpful, 7 ['helpful]  
 Helvetia, 8 [hel'vi:ʃia]  
 hide, *hid*, *hidden*, 17 [haid, hid,  
 hidn]  
 (on) high, 8 [hai]  
 highlands, 7 ['hailəndz]  
 hillman, 7 ['hilmən]  
 hilly, 7 ['hili]  
 hit, *hit*, *hit*, 6 [hit]  
 hold (a meeting), 18 [hould]  
 hollow (adj.), 17 ['həlou]  
 honour, 12 ['ɒnə]  
 hope (n.), 5 [houp]  
 hopeful, 7 ['houpful]  
 (on) horseback, 4 ['hɔ: sbæk]  
 hound, 12 [haund]  
 however (but), 5 [hau'evə]  
 human (adj.), 5 ['hju: mən]  
 human being, 5 ['hju: mən  
 'bi: ɪŋ]  
 hunger, 9 ['hʌŋgə]  
 hunt (v.), 5; (n.), 2 [hʌnt]  
 hunter, -ing, 5 ['hʌntə, -ɪŋ]  
 hurry (n.), 4 ['hʌri]  
 hut, 16 [hʌt]  
 Hyde Park, 2 ['haid 'pɑ: k]

## I

ice, 3 [ais]  
 idea, 15 [ai'diə]  
 illness, 16 ['ɪlnəs]  
 imagine, 15 [i'mædʒɪn]  
 imitation, 12 [imi'teɪʃn]  
 impossible, 7 [im'pɒsɪbl]  
 improve, 19 [im'pru: v]  
 in a hurry, 4 [ɪn ə 'hʌri]  
 in order to, 4 [ɪn 'ɔ: də tu]  
 in the end, 17  
 including, 3 [ɪn'klu: dɪŋ]  
 indeed, 20 [ɪn'di: d]  
 India, 5 ['ɪndjə]

infinitive (verb), 7 [ɪn'fɪnɪtɪv]  
 injure, 4 ['ɪndʒə]  
 inn, 14 [ɪn]  
 innkeeper, 14 ['ɪnki: pə]  
 intend, 20 [ɪn'tend]  
 interest (v.), 2 ['ɪntrɪst]  
 interested, 2 ['ɪntrɪstɪd]  
 iron (n.), 2 ['aɪən]  
 Irvine, 7 ['ə: vɪn]  
 island, 1 ['aɪlənd]  
 islander, 9 ['aɪləndə]  
 Italian, 8 [i'tæljən]  
 Italy, 6 ['ɪtəli]  
 itself, etc. (emphatic), 15 [ɪt-  
 'self]

## J

Japan, 13 [dʒə'pæn]  
 Japanese, 13 [dʒæpə'ni: z]  
 jeweller, -y, 20 ['dʒu: ələ, -əlri]  
 Joan of Arc, 11 ['dʒoun əv  
 'ɑ: k]  
 John, 20 [dʒɒn]  
 join, 12 [dʒɔɪn]  
 join in, 18  
 joint (adj.), 18 [dʒɔɪnt]  
 Jonathan, 1 ['dʒɒnəθən]  
 just as (advl. conj.), 8 ['dʒʌstəz]

## K

keen (sight), 5 [ki: n]  
 keep (a diary), 19 [ki: p]  
 keep up (a custom), 14 ['ki: p  
 'ʌp]  
 keeper, 3 ['ki: pə]  
 Kensington, 2 ['kenzɪŋtən]  
 kill, 4 [kɪl]  
 kilometre, 6 ['kɪləumi:tə]  
 kind (not cruel), 3 [kaɪnd]  
 knock (n.), 15 [nɒk]  
 knock down, 4 ['nɒk 'daʊn]

# L

ladder, 16 ['lædə]  
 lamb, 10 [læm]  
 lamp-post, 18 ['læmp poust]  
 land (v.), 6 [lænd]  
 lands (countries), 2 [lændz]  
 (at) last, 1 [la: st]  
 last (v.), 12  
 lately, 19 ['leitli]  
 Latin, 8 ['lætin]  
 lead (v.i.), 2 [li: d]  
 leader, 11 ['li: də]  
 leafless, 4 ['li: fləs]  
 least (adv.), 11 [li: st]  
 leather, 20 ['leðə]  
 length, 1 [lenθ]  
 -less, 4 [ləs]  
 level (n. and adj.), 7 ['levəl]  
 lie (down), *lay*, *lain*, 1 [lai, lei, lein]  
 life, 4 [laif]  
 lighthouse-keeper, 11 ['lait-haus ki: pə]  
 lightning, 20 ['laitniŋ]  
 likely (adj.), 5 ['laikli]  
 line (railway), 4 [lain]  
 lion, 3 ['laiən]  
 literature, 8 ['litərətʃə]  
 load (n.), 7 [ləud]  
 loaf, 3 [ləuf]  
 lock (n.), 16 [lɒk]  
 Londoner, 17 ['lɒndənə]  
 long (v.), 12 [lɒŋ]  
 Longfellow, 5 ['lɒŋfeləu]  
 look (n.) (glance), 20 [lʊk]  
 look (n.) (on a face), 18  
 look forward to, 2 ['lʊk 'fɔ:-wəd tu]  
 Lord (Byron), 6 [lɔ: d]  
 loser, 12 ['lu: zə]  
 loud, 5 [ləud]  
 Louis, 11 ['lu: i]

low (X loud), 16 [ləu]  
 £ : s : d, 8 ['el 'es 'di:]

# M

Macbeth, 20 [mæk'beθ]  
 mad (exciting), 14 [mæd]  
 main (chief), 4 [mein]  
 make up (a story), 15 ['meik 'ʌp]  
 Mallory, 7 ['mæləri]  
 man (human beings), 15 [mæn]  
 man-eater, 5 ['mæn i: tə]  
 Margaret, 2 ['mɑ: gərit]  
 mass (heap), 7 [mæs]  
 master (in school), 13 ['mɑ: stə]  
 match (v.) (in colour, etc.), 18 [mætʃ]  
 mathematics, 13 [mæθi'mæ-tiks]  
 (it doesn't) matter, 20 ['mætə]  
 (What's the) matter? 6  
 Matthew, 18 ['mæθju:]  
 may-pole, 14 ['mei pəul]  
 meal (dinner, etc.), 3 [mi: l]  
 meanwhile, 17 ['mi: nwaɪl]  
 measurement, 16 ['meʒəmənt]  
 medicine, 16 ['medsin]  
 Mediterranean, 6 [meditə-'reɪnjən]  
 memory, 19 ['meməri]  
 mention (v.), 14 ['menʃən]  
 merry, 14 ['meri]  
 message, 9 ['mesɪdʒ]  
 messenger, 9 ['mesɪndʒə]  
 metal, 17 ['metl]  
 method, 5 ['meθəd]  
 metre, 16 ['mi: tə]  
 midnight, 19 ['mɪdnait]  
 might have, 1 [maɪt hæv]  
 mile, 6 [maɪl]  
 mind (n.), 7 [maɪnd]  
 Miss, 19 [mis]

miss (a shot), 5  
 mix up, 12 ['miks 'ʌp]  
 monkey, 3 ['mʌŋki]  
 more and more, 9 ['mɔ: rən  
 mɔ:]  
 motor-bicycle, 4 ['moutə 'bai-  
 sikl]  
 motor-car, 2 ['moutə kɑ:]  
 Mount (Mt.), 7 [maunt]  
 movement, 16 ['mu: vmənt]  
 museum, 2 [mju: 'ziəm]

## N

Napoleon, 6 [nə'pouljən]  
 narrow, 20 ['nærou]  
 natural (beauty, scenery, etc.),  
 14 ['nætfrəl]  
 naturally, 9 ['nætfrəli]  
 (not) nearly (enough), 18  
 ['niəli]  
 neck, 5 [nek]  
 (in) need (of), 6 [ni: d]  
 needle, 1 ['ni: dl]  
 neighbour, 15 ['neibə]  
 -ness, 16 [nəs]  
 no good, 2 [nou gud]  
 no one, 4 [nou wʌn]  
 noiseless, -ly, 4 ['noizləs, -li]  
 noisy, 2 ['noizi]  
 none, 7 [nʌn]  
 noon, 19 [nu: n]  
 northern, 6 ['nɔ: ðən]  
 note (money), 8 [nout]  
 note-paper, 18 ['nout peipə]  
 notice (v.), 17 ['noutis]  
 nut (of tree), 3 [nʌt]

## O

oak, 5 [ouk]  
 oar, 9 [ɔ:]  
 obey, 4 [ou'bei]

occasional, -ly, 20 [ə'keizənəl,  
 -li]  
 offer (n.), 9 ['ɔfə]  
 on duty, 14 [ɔn 'dju: ti]  
 on foot, 4 [ɔn 'fut]  
 only (but), 11 ['ounli]  
 (in the) open air, 3 ['oupn'ɛə]  
 open-air (adj.), 3 ['oupn'ɛə]  
 (in) order (to) 4 ['ɔ: dɔ]  
 order(v.) (at a shop), 18 ['ɔ: dɔ]  
 Oscar, 19 ['ɔskə]  
 over (finished), 14 ['ouvə]  
 over and over (again and  
 again), 19 ['ouvərən  
 'ouvə]  
 overcome, 7 [ouvə'kʌm]  
 owing to, 11 ['ouɪŋ tu]  
 ownerless, 4 ['ounələs]  
 Oxford Street, 2 ['ɔksfəd  
 stri: t]

## P

p.m., 19 ['pi: 'em]  
 pack ... up, 20 ['pæk ... 'ʌp]  
 pain (n.), 11 [peɪn]  
 paper-chase, 12 ['peɪpə tʃeɪs]  
 papers (documents), 17 ['peɪ-  
 pəz]  
 parcel, 18 ['pɑ: sl]  
 park (n.), 2 [pɑ: k]  
 Parliament, 2 ['pɑ: ləmənt]  
 (on the) part (of), 16 [pɑ: t]  
 participle, 9 ['pɑ: tɪsɪpl]  
 particular (in choice), 18 [pə-  
 'tɪkjʊlə]  
 partly, 5 ['pɑ: tli]  
 party (of people), 7 ['pɑ: ti]  
 passage, 20 ['pæsɪdʒ]  
 passenger, 11 ['pæsɪndʒə]  
 pavement, 4 ['peɪvmənt]  
 payment, 16 ['peɪmənt]  
 peace, 1 [pi: s]



peaceful, 7 ['pi: sful]  
 pen-friend, 13 ['pen frend]  
 penny, pence, 8 ['peni, pens]  
 perfect, 19 ['pə: fekt]  
 perform, 15 [pə'fɔ: m]  
 persuade, 11 [pə'sweɪd]  
 photograph (v.), 6 ['fəʊtə-  
     gra: f]  
 physics, 13 ['fiziks]  
 pipe (tobacco), 18; (water),  
     14 [paɪp]  
 (in) place (of), 14 [pleɪs]  
 plain (n.), 6 [pleɪn]  
 plan (n.), 7; (v.), 12 [plæn]  
 pleasant, 14 ['plezənt]  
 please (v.) 18 [pli: z]  
 pleasure, 12 ['plezə]  
 poem, 8 ['pəʊɪm]  
 poet, 6 ['pəʊɪt]  
 poetry, 8 ['pəʊɪtri]  
 point (n.) (place), 7 [pɔɪnt]  
 point of honour, 12 ['pɔɪnt  
     əv 'ɒnə]  
 pole, 14 [pəʊl]  
 police-station, 15 [pə'li: s  
     steɪʃn]  
 polite, 19 [pə'laɪt]  
 pond, 2 [pɒnd]  
 population, 6 [pɒpjə'leɪʃn]  
 porter, 7 ['pɔ: tə]  
 possible, 2 ['pɒsɪbl]  
 possibly, 9 ['pɒsɪbli]  
 postmaster, 14 ['pəʊstmɑ: stə]  
 pound (money), 8; (weight), 7  
     [paʊnd]  
 pour out, 18 ['pɔ: r'au:t]  
 practise, 13 ['præktɪs]  
 prefer, 5 [prɪ'fɜ:]  
 preparation, 7 [prepə'reɪʃn]  
 preposition, 4 [prepə'zɪʃən]  
 present (adj.), 10 ['preznt]  
 pretend, 17 [prɪ'tend]

pretty, 8 ['prɪti]  
 prevent, 4 [prɪ'vent]  
 print (v.), 18 [prɪnt]  
 prison, 8 ['prɪzn]  
 prison-camp, 16 ['prɪzn kæmp]  
 prisoner, 1 ['prɪznə]  
 prisoner-of-war, 16 ['prɪznər-  
     əv 'wɔ:]  
 private (adj.), 16 ['praɪvɪt]  
 problem, 16 ['prɒbləm]  
 promise (v.), 1 ['prɒmɪs]  
 pronoun, 11 ['prəʊnaʊn]  
 pronounce, 13 [prə'naʊns]  
 pronunciation, 19 [prənʌnsi-  
     'eɪʃn]  
 proverb, 11 ['prɒvəb]  
 pudding, 19 ['puɪdɪŋ]  
 pump (n.), 14 [pʌmp]  
 punish, 1 ['pʌnɪʃ]  
 punishment, 16 ['pʌnɪʃmənt]  
 pupil, 13 ['pju: pl]  
 push (v.), 9 [puʃ]  
 put down (write), 19 ['put  
     'daʊn]  
 put to death, 11 ['put tu 'deθ]

## Q

Queen of the May, 14 ['kwi: n  
     əv ðə 'meɪ]

## R

race (go quickly), 20 [reɪs]  
 race (n. and v.), 12  
 racing, 12 ['reɪsɪŋ]  
 railway, 2 ['reɪlwei]  
 rainless, 4 ['reɪnləs]  
 rainy, 2 ['reɪni]  
 rat-tat-tat-, 15 ['ræ'tæt'tæt]  
 reach (get to), 7 [ri: tʃ]  
 reason (n.), 7 ['ri: zn]  
 receive, 13 [ri'si: v]

Regent's, 3 ['ri: dʒənts]  
 regular, 15, -ly, 20 ['regjələ]  
 remain, 11 ['ri'mein]  
 remind, 2 ['ri'maɪnd]  
 repair (v.), 20 ['ri'peə]  
 rescue (n. and v.), 11 ['reskjʊ:]  
 rest (n.) (from work), 14 [rest]  
 rest (v.), 7  
 restaurant, 3 ['restərɔ: ŋ]  
 result (n.), 15 ['ri'zʌlt]  
 reward (n.), 20 ['ri'wɔ: d]  
 rice, 19 [rais]  
 Richardson, 2 ['ritʃədsn]  
 rider, 4 ['raɪdə]  
 rifle (n.), 5 ['raɪfl]  
 ring (n.), 18 [rɪŋ]  
 rock, 1 [rɒk]  
 rocky, 2 ['rɒki]  
 roll (v.), 6 [roul]  
 Roman, 17 ['roumən]  
 roofless, 4 ['ru: fləs]  
 rope, 1 [roup]  
 rough, 7 [rʌf]  
 roughness, 16 ['rʌfnəs]  
 round (adj.), 2 [raund]  
 round about, 14 ['raund  
 ə'baʊt]  
 row (a boat), 9 [rou]  
 rower, 12 ['rouə]  
 rubber, 19 ['rʌbə]  
 ruin (n. and v.), 6 ['ru(:) in]  
 ruined, 6 ['ru(:) ind]  
 rule (n.), 4 [ru: l]  
 run (n.), 12 [rʌn]  
 running, 12 ['rʌnɪŋ]  
 run for, 20 ['rʌn fə]  
 rush (v.), 5 [rʌʃ]

# S

sadness, 16 ['sædnəs]  
 safe (n.), 15 [seɪf]  
 safety, 4 ['seɪfti]

sail (n.), 9 [seɪl]  
 sail (v.), 3  
 salty, 2 ['sɒlti]  
 (the) same, 8 [seɪm]  
 sandy, 2 ['sændi]  
 save (v.), 9 [seɪv]  
 scarce (adj.), 8 [skeəs]  
 scarcely (any), 13 ['skeəsli]  
 scenery, 8 ['si: nəri]  
 scent (n.), 12 [sent]  
 (bottle of) scent, 18  
 schoolmaster, 14 ['sku: l-  
 mɑ: stə]  
 schoolmistress, 14 ['sku: l-  
 mɪstrɪs]  
 science, 13 ['saɪəns]  
 sea-bird, 20 ['si: bɑ: d]  
 sea-level, 7 ['si: levəl]  
 search (v.), 20 [sə: tʃ]  
 secret (adj.), 17; (n.), 18 ['si:-  
 kɪt]  
 seize, 1 [si: z]  
 seldom, 19 ['seldəm]  
 serious, 15; -ly, 21 ['siəriəs]  
 set (a table), 19 [set]  
 set free, 8 ['set 'fri:]  
 set out, 7 ['set 'aʊt]  
 set up, 7 ['set 'ʌp]  
 settle (finish, agree), 18 ['setl]  
 sewing-basket, 18 ['souɪŋ  
 bɑ: skɪt]  
 shady, 2 ['ʃeɪdi]  
 shake, *shook, shaken*, 18 [ʃeɪk,  
 ʃʊk, 'ʃeɪkn]  
 Shakespeare, 20 ['ʃeɪkspiə]  
 sharp, 19 [ʃɑ: p]  
 sharpen, 10 ['ʃɑ: pən]  
 shilling, 8 ['ʃɪlɪŋ]  
 shoeless, 4 ['ʃu: ləs]  
 shoemaker, 12 ['ʃu: meɪkə]  
 shoot (with gun), 5 [ʃu: t]  
 shopping-book, 18 ['ʃɒpɪŋ bu:k]

- short cut, 12 [ʃɔ: t 'kʌt]  
 shot (of a gun), 9 [ʃɒt]  
 (a good) shot, 5  
 shout (n.), 9 [ʃaʊt]  
 shown (p.p.), 3 [ʃəʊn]  
 shut up (confine), 16 [ʃʌt 'ʌp]  
 sight (power of seeing), 5  
     [sait]  
 sight (scene), 2  
 sight-seeing, 2 [ʃait si: ɪŋ]  
 sign (n.), 4 [sain]  
 signal (n. and v.), 4 [ˈsignəl]  
 silky, 2 [ˈsilki]  
 silver, 18 [ˈsilvə]  
 simply, 14 [ˈsimpli]  
 sink, *sank*, *sunk*, 9 [sɪŋk,  
     sæŋk, sʌŋk]  
 Sir, 9 [sə(:)]  
 size, 18 [saɪz]  
 skill, skilful, 7 [skil, -ful]  
 sleep (n.), 1 [sli: p]  
 slip (v.), 20 [slɪp]  
 slow (of a watch), 6 [sləʊ]  
 smell (n.), 12 [smel]  
 smile (n.), 3 [smaɪl]  
 smoke (a pipe), 18 [sməʊk]  
 smokeless, 4 [ˈsməʊkləs]  
 smoky, 2 [ˈsməʊki]  
 smooth, 7 [smu: ð]  
 snake, 3 [sneɪk]  
 society (club), 4 [səˈsaɪəti]  
 sock, 18 [sɒk]  
 soil (n.), 17 [sɔɪl]  
 so long as (provided), 18 [səʊ  
     'lɒŋ əz]  
 so much so that, 5 [səʊ 'mʌtʃ  
     səʊ ðət]  
 so that (in order that), 2,  
     (therefore), 14 [səʊ ðət]  
 some (= a, with Singular), 14  
     [sʌm]  
 somehow, 20 [ˈsʌmhau]
- sort (n.), 2 [sɔ: t]  
 sound (n.), 5 [saʊnd]  
 southern, 6 [ˈsʌðən]  
 space (n.), 16 [speɪs]  
 Spain, 6 [speɪn]  
 Spaniard, 17 [ˈspænjəd]  
 Spanish, 17 [ˈspæniʃ]  
 speak up, 10 [ˈspi: k 'ʌp]  
 special, -ly, 4 [ˈspeʃəl, -i]  
 speed (n.), 2 [spi: d]  
 spoil, *spoilt*, 13 [spɔɪl, -t]  
 sport (n.), 12 [spɔ: t]  
 spot (mark, etc.), 18, (place),  
     17 [spɒt]  
 spring (v.), *sprang*, *sprung*, 5  
     [spriŋ, -æŋ, -ʌŋ]  
 square (n. and adj.), 14 [skweə]  
 stair, 2 [steə]  
 Stanley, 9 [ˈstænlɪ]  
 start (begin), 1 [stɑ: t]  
 start (n.), 12  
 steal, *stole*, *stolen*, 15 [sti: l,  
     stəʊl, 'stəʊln]  
 steal away, 17 [ˈsti: l ə'wei]  
 steep, 7, -ly, 17 [sti: p -li]  
 steer (v.), 9 [stiə]  
 step (n. and v.) (distance), 1  
     [step]  
 step (n.) (to go up), 7  
 Stevenson, 11 [ˈsti: vnsn]  
 stick (n.), 10 [stɪk]  
 stick (v.) (1. adhere; 2. pierce),  
     1  
 stony, 2 [ˈstəʊni]  
 store (n.) (shop), 14 [stɔ: ]  
 storm (n.), 11 [stɔ: m]  
 stove, 7 [stəʊv]  
 strength, 1 [streŋθ]  
 stretch (n.) (length), 12 [stretʃ]  
 struggle (n.), 11 [ˈstrʌgl]  
 subject (in school), 13 [ˈsʌb-  
     dʒekt]



succeed, 7 [sək'si: d]  
 success, -ful, 5 [sək'ses, -ful]  
 such (adj.) (of this kind), 6  
   [sʌtʃ]  
 such as, 18 [sʌtʃ əz]  
 suggest, 3 [sə'dʒest]  
 suggestion, 18 [sə'dʒestʃən]  
 suit (v.), 18 [sju: t]  
 sunset, 5 ['sʌnset]  
 supper, 8 ['sʌpə]  
 support (v.), 17 [sə'pɔ: t]  
 suppose, 8 [sə'pouz]  
 surround (v.), 14 [sə'raʊnd]  
 surroundings, 14 [sə'raʊndɪŋz]  
 suspicious, -ly, 16 [sə'spɪʃəs]  
 swallow (v.), 3 ['swɒləʊ]  
 Sweden, 17 ['swi: dn]  
 Swift, 1 [swɪft]  
 swiftly, 5 ['swɪftli]  
 Switzerland, Swiss, 7 ['swɪtsə-  
   lənd, swɪs]  
 sword, 11 [sɔ: d]  
 sympathy, 15 ['sɪmpəθi]

## T

take (a long time), 7 [teɪk]  
 take (care), 4  
 take (part in), 17  
 take place, 9  
 tale (n.), 16 [teɪl]  
 talk (n.), 15 [tɔ: k]  
 tear, *tore, torn*, 8 [teə, tɔ:,  
   tɔ: n]  
 tearful, 7 ['tiəfʊl]  
 telegram, 14 ['telɪgræm]  
 telephone, (v. and n.), 18 ['teli-  
   fəʊn]  
 tennis, 13 ['tenɪs]  
 Tennyson, 14 ['tenɪsn]  
 tent, 7 [tent]  
 terrible, 5 ['terɪbl]

thank, 1 [θæŋk]  
 the (adv.) . . . the, 20 [ðə . . .  
   ðə]  
 therefore, 5 ['ðeəfɔ:]  
 thief, 15 [θi: f]  
 Thompson, 19 ['tɒmsn]  
 thought (n.), 8 [θɔ: t]  
 thoughtless, 11 ['θɔ: tɪləs]  
 thread (n.), 1 [θred]  
 three-legged, 12 ['θri: 'legd]  
 thunder (n.), 20 ['θʌndə]  
 tie (n.), 18; (v.), 12 [taɪ]  
 tie up, 16 ['taɪ 'ʌp]  
 tiger, 3 ['taɪgə]  
 (from) time (to) time, 12  
   [taɪm]  
 tire (v.), 12 [taɪə]  
 tiring, 17 ['taɪərɪŋ]  
 today (now), 4 [tə'deɪ]  
 tooth, 5 [tu: θ]  
 tooth-brush, 10 ['tu: θ brʌʃ]  
 torn-up, 12 ['tɔ: n'ʌp]  
 tower, 2 ['tauə]  
 toy (n.), 18 [tɔɪ]  
 track (n.), 12 [træk]  
 traffic, 4 ['træfɪk]  
 train (v.), 11 [treɪn]  
 training, 12 ['treɪnɪŋ]  
 translate, 6 [træ: ns'leɪt]  
 translator, 9 [træ: ns'leɪtə]  
 travel (n.), 1 ['trævl]  
 traveller, 1 ['trævlə]  
 treeless, 9 ['tri: ləs]  
 trick (n.), 16 [trɪk]  
 trouble (v.), 15 ['trʌbl]  
 true, 15 [tru:]  
 try (test, examine), 16 [traɪ]  
 tube, 2 [tju: b]  
 tunnel (n.), 16 ['tʌnl]  
 Turk, 6 [tɜ: k]  
 Turkish (n. adj.), 6 ['tɜ: kɪʃ]  
 turn (become), 2 [tɜ: n]

turn (n.) (bend), 17  
twice, 5 [twais]

## U

unable, 5 [ʌn'eibl]  
unbroken, 5 [ʌn'broukən]  
unchanged, 14 [ʌn'tʃeindʒd]  
under (of time), 20 [ʌndə]  
undiscovered, 17 [ʌndis-  
'kʌvəd]  
unexpected, 15 [ʌnik'spektid]  
unfortunately, 14 [ʌn'fə:tʃə-  
nətli]  
unimportant, 15 [ʌnim'pɔ:-  
tənt]  
unkind, 17 [ʌn'kaɪnd]  
(all) unknown (to), 12 [ʌn-  
'nəʊn]  
unmarked, 12 [ʌn'mɑ:kət]  
unnecessary, 11 [ʌn'nesisəri]  
unseen, 17 [ʌn'si:n]  
untrue, 15 [ʌn'tru:]  
unusual, 17 [ʌn'ju:ʒuəl]  
unwillingness, 20 [ʌn'wɪlɪŋ-  
nəs]  
uphill, 6 [ʌp'hɪl]  
upon, 18 [ə'pɒn]  
up to (this time), 16  
upward, 7 [ʌpwəd]  
upwards, 20 [ʌpwədz]  
use (n.), 7 [ju:s]  
used to (accustomed), 7 [ju:st  
tu]  
use up, 9 [ʃu:z ʌp]  
(as) usual, 12 [ʃu:ʒuəl]

## V

vale, 7 [veil]  
valley, 5 [væli]  
valuable, 20 [væljuəbl]  
value (n.), 8 [vælju:]

various, 7 [vɛəriəs]  
vegetable, 6 [vɛdʒɪtəbl]  
victory, 1 [vɪktəri]  
villager, 14 [vɪlɪdʒə]  
vine, 6 [vaɪn]  
vineyard, 6 [vɪnjəd]  
visit (n.), 6 [vɪsɪt]  
voyage, 13 [vɔɪdʒ]

## W

walk round, 3 [wɔ:k 'raʊnd]  
walking-stick, 10 [wɔ:kɪŋ  
stɪk]  
war (n.), 1 [wɔ:]  
(at) war (with), 17  
warmth, 1 [wɔ:mθ]  
warship, 1 [wɔ:ʃɪp]  
watch (v.), 11 [wɒtʃ]  
Waterloo, 11 [wɔ:tə'lu:]  
wave (v.), 11 [weɪv]  
wavy, 2 [weɪvi]  
weapon, 9 [wepən]  
weekend, 14 ['wi:kend]  
weekly, 14 ['wi:kli]  
well (n.), 14 [wel]  
well-known, 16 ['wel'nəʊn]  
Wendy, 20 ['wendi]  
were (Subj. Sing.), 3 [wə:]  
were to, 18  
western, 6 ['westən]  
Westminster Abbey, 2 ['west-  
mɪnstə'æbi]  
wet through, 20 ['wet 'θru:]  
wheat, 6 [wi:t]  
wheel (n.), 1 [wi:l]  
wherever, 14 [weə'revə]  
while (whereas), 12 [waɪl]  
Whipsnade, 3 ['wɪpsneɪd]  
whisper (v.), 15; (n.), 20  
[wɪspə]  
Whit-Monday, 13 ['wɪt 'mʌn-  
di]

whom?, 9 [hu: m]  
 width, 1 [widθ]  
 wild (animal), 5 [waild]  
 Wilde, 19 [waild]  
 windy, 2 ['windi]  
 wine, 1 [wain]  
 (on the) wing (flying), 6 [wiŋ]  
 winner, 12 ['winə]  
 wish (n.), 18 [wiʃ]  
 wolf, 3 [wulf]  
 wonderful, 16 ['wʌndəfʊl]  
 wooden, 16 ['wudn]  
 work out (something), 15  
     ['wə: k 'aut]

worth (adj.), 8 [wə: θ]  
 would you (please will you?)  
     15 [wud ju(:)]  
 wound (v.), 5 [wu: nd]  
 wreck (n. and v.), 11 [rek]

## Y

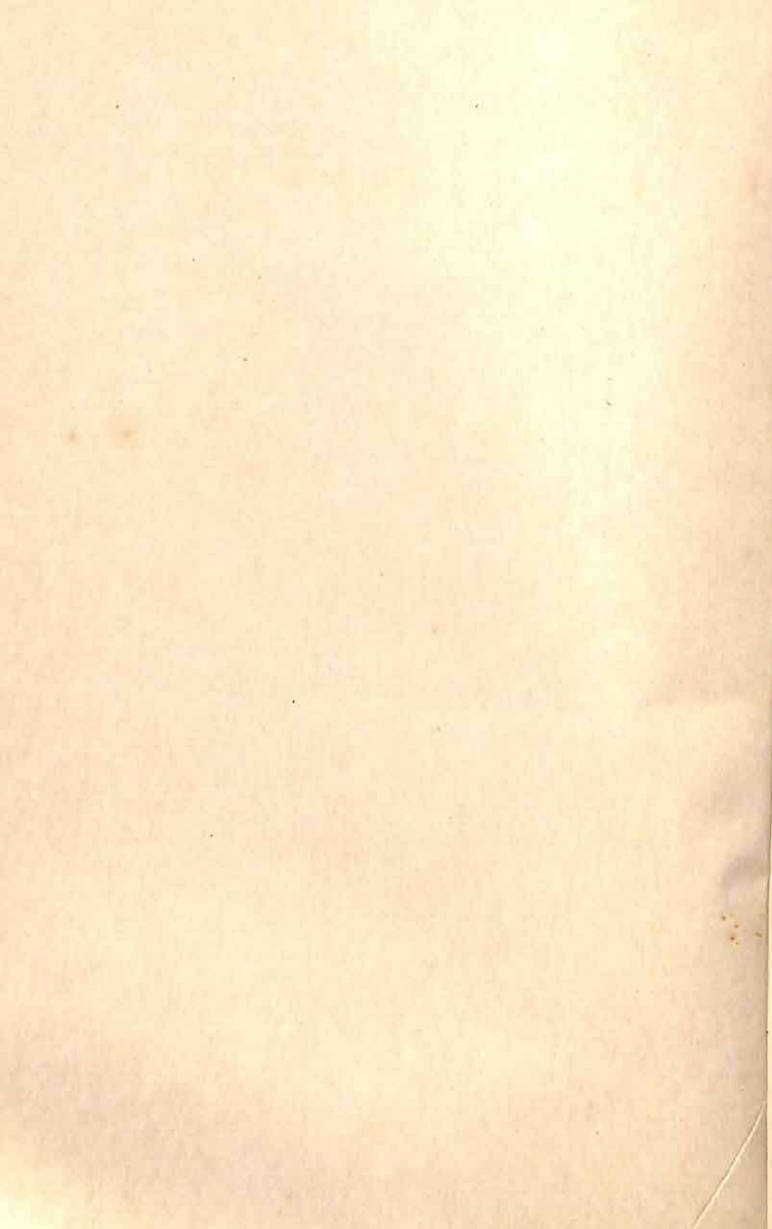
-y (to form adjs.), 2 [i]  
 yard (3 ft.), 9 [ja: d]  
 Yorkshire, 20 ['jɔ: kʃə]

## Z

zoo, 2 [zu:]











# **A DIRECT METHOD ENGLISH COURSE**

## **Standard Edition**

The purpose of this course is to give the learner a command of the essential core, vocabulary and structure, of the English language, spoken and written.

The course consists of five books designed for a five-year course in schools where an average of about five periods a week are devoted to English. Each book contains approximately 400 new root words, and the whole course includes, with a few exceptions, the 2000 words of the Interim Report on Vocabulary Selection.

**Each Book is accompanied by a  
Teacher's Handbook**



**LONGMANS**